

**BOARD MEETING NOTICE AND AGENDA**

**CULVER CITY UNIFIED SCHOOL DISTRICT  
Regular Meeting of the Board of Education to  
"Conduct the District's Business in Public"  
CLOSED SESSION – 6:00 p.m.  
OPEN SESSION – 7:00 p.m.**

**District Office Board Meeting Room  
4034 Irving Place, Culver City, CA 90232**

**January 27, 2009**

Persons in the audience during the meeting of the Board of Education are asked not to talk during presentations or the meeting. If conversation with another person needs to take place, please do so outside the Board Room so as not to disrupt others or the meeting. *Please make sure your cell phone is turned off or silenced at this time.*

**PRESENTATIONS AND PUBLIC COMMENTS**

Persons wishing to address the Board on any item on the agenda will be granted three (3) minutes at the time the item appears on the agenda. In the case of a non-agenda item, persons are invited to comment under "Public Recognition." In the interest of time and order, presentations from the public are limited to three (3) minutes per person. The total time for non-agenda items shall not exceed twenty (20) minutes. Prior to addressing the Board, please complete a card (located on the table at the rear entrance) and give the card to the Superintendent's Executive Assistant. Persons addressing the Board are asked to do so from the podium. Please state your name, address, and organization before making your presentation.

**1. CALL TO ORDER**

The meeting was called to order by \_\_\_\_\_, at \_\_\_\_\_ p.m.

**Roll Call – Board of Trustees**

Jessica Beagles-Roos, Ph.D., President  
Saundra Davis, M.A., Vice President  
Steven Gourley, Clerk  
Scott Zeidman, Esq., Member  
Dana Russell, D.D.S., Member

**2. PUBLIC COMMENT ON CLOSED SESSION ITEMS**

**3. RECESS TO CLOSED SESSION**

- 3.1 Student Discipline (Pursuant to EC §35146; §48918 (c))
  - a) Reinstatement of Pupil Services Case #16-08
- 3.2 Public Employee Performance Evaluation
  - a) Probationary Certificated Teachers (60)
- 3.3 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54947)
  - (5) Employees

- 3.4 Conference with Legal Counsel - Anticipated Litigation (Pursuant to subdivision (b) of GC § 54956.9)  
(1) Potential Case
- 3.5 Conference with Labor Negotiator (Pursuant to GC §54957.6)  
Agency Designated Representatives: Patricia Jaffe, Assistant Superintendent, Human Resources, David El Fattal, Assistant Superintendent Business Services  
Employee Organizations: Culver City Federation of Teachers (CCFT) and Association of Classified Employees (ACE)
- 3.6 Public Appointment/Employment (Pursuant to GC §54947)  
Certificated Personnel Services Report No. 10  
Classified Personnel Services Report No. 10

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

- 5.1 Roll Call – Board of Trustees  
Jessica Beagles-Roos, Ph.D., President  
Saundra Davis, M.A., Vice President  
Steven Gourley, Clerk  
Scott Zeidman, Esq., Member  
Dana Russell, D.D.S., Member

5.2 Flag Salute

6. **PUBLIC ANNOUNCEMENT OF ACTIONS TAKEN BY THE BOARD IN CLOSED SESSION**

7. **PUBLIC HEARING - None**

8. **ADOPTION OF AGENDA**

Recommendation is made that the agenda be adopted as submitted.  
Motion by \_\_\_\_\_. Seconded by \_\_\_\_\_  
Vote \_\_\_\_\_

9. **CONSENT AGENDA**

All matters listed under the Consent Agenda are those on which the Board has previously deliberated or that can be classified as routine items of business. An Administrative Recommendation on each item is contained in the agenda supplements. There will be no separate discussions of these items prior to the time the Board of Trustees votes on the motion unless members of the Board, staff, or public request specific items to be discussed or pulled from the Consent Items.

- 9.1 Approval is Recommended for the Minutes of Regular Meeting – January 13, 2009
- 9.2 Approval is Recommended for Purchase Orders and Warrants

- 9.3 Approval is Recommended for Acceptance of Gifts - Donations
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 10
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 10

**10. AWARDS, RECOGNITIONS AND PRESENTATIONS**

- 10.1 Spotlight on Education – Farragut Elementary School

**11. PUBLIC RECOGNITION**

Public recognition is the time when members of the audience may address the Board on matters not listed on the agenda. Those persons wishing to speak should complete a Speaker's Card and submit it to the Superintendent's Executive Assistant. In the interest of time and order, presentations from the public are limited to three (3) minutes per person. The total time for non-agenda items shall not exceed twenty (20) minutes. Board members will be allotted fifteen (15) minutes to comment during this portion of the agenda. The Board of Trustees may reduce the time limit(s) if there are a large number of individuals desiring to address the Board.

- 11.1 Superintendent's Report
- 11.2 Assistant Superintendents' Reports
- 11.3 Members of the Audience
- 11.4 Student Representatives' Report
- 11.5 Members of the Board of Education

**12. INFORMATION ITEMS**

Information items are generally included on the agenda for two reasons: to solicit reactions from the Board and the public on matters which may require Board action at a later date; and to provide information on a wide range of matters of interest to the Board and public. Comments by the public shall be limited to three (3) minutes per person and twenty (20) minutes per agenda item unless the Board, by majority vote, agrees to extend or reduce the time.

- 12.1 2007-2008 Independent Audit Report
- 12.2 Enrollment Report
- 12.3 Advanced Placement Presentation

**13. RECESS**

**14. ACTION ITEMS**

This is the time of the meeting when members of the audience may address the Board on matters that are on the agenda. Those persons wishing to speak should complete a Speaker's Card and submit it to the Superintendent's Executive Assistant. Routine Board procedure on action items includes: receiving additional background information or analysis from staff; receiving comments from members of the audience; receiving additional information from the Superintendent or other resource personnel; introducing a motion on the item; taking action on the agenda item. Comments by the public will be limited to three (3) minutes per person and twenty (20) minutes per agenda item unless the Board, by majority vote, agrees to extend or reduce the time.

- 14.1 Superintendent's Items – None

**14.2 Education Services Items**

14.2a Approval is Recommended for the Second Reading and Adoption of Revised Board Policy 5137, Positive School Climate

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.2b Approval is Recommended for the Third Reading and Adoption of Revised Board Policy/Administrative Regulation, 1250 – Community Relations, Visitors

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.2c Approval is Recommended for Resolution #8/2008-2009: Mandated Cost Claim Settlement: Special Education Behavioral Intervention Plan (Hughes Bill) for Culver City Unified School District

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.2d Approval is Recommended for Resolution #9/2008-2009: Mandated Cost Claim Settlement: Special Education Behavioral Intervention Plan (Hughes Bill) for Tri-City SELPA

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.2e Approval is Recommended for Resolution #10/2008-2009 Arts and Music Block Grant

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.2f Approval is Recommended for the 2008-2009 Consolidated Application for Funding Categorical Programs Part II

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.2g Approval is Recommended for the Proposed Adult Education Program at Culver City Adult School – 2009 Spring/Summer Trimester for Adults

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.2h Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Culver City Middle School

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.2i Approval is Recommended for the Reinstatement of Pupil Services Case #16-08

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

**14.3 Business Items**

14.3a Approval is Recommended for Budget Revision to the General Fund

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

**14.4 Personnel Items - None**

**15. BOARD BUSINESS – None**

**16. PUBLIC RECOGNITION – Continued**

Public Recognition is the time when members of the public may address the Board on matters not scheduled on the agenda. Those wishing to speak must complete a Speaker's Card and submit it to the Superintendent's Executive Assistant. Three (3) minutes will be allotted to members of the audience, for a total of twenty (20) minutes. Board members will be allotted fifteen (15) minutes to comment during this portion of the agenda.

16.1 Members of the Audience

16.2 Members of the Board

**17. ADJOURNMENT**

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY. Any individual with a disability who requires reasonable accommodation to participate in a board meeting, may request assistance by contacting the Superintendent's Office at 4034 Irving Place, Culver City, CA 90232. Phone Number: (310)842-4220 Fax Number: (310)842-4205

**FUTURE MEETINGS**

February 3 – 6:00 p.m. – Special Meeting, District Office, 4034 Irving Place

February 10 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

NOTE: The CCUSD TIP Hotline is (310) 535-2590. Culver City Unified School District meetings are regularly scheduled for the second and fourth Tuesdays of every month. Public records related to the public session agenda, that are distributed to the Governing Board less than 72 hours before a regular meeting, may be inspected by the public at the District Office, 4034 Irving Place in Culver City during regular business hours (8:00 a.m. to 4:30 p.m.) A complete agenda is available for review in each school office and also available for pickup at the District Office. Visit the Culver City Unified School District Website at [www.ccusd.org](http://www.ccusd.org). Each school office has a suggestion box. We look forward to receiving your comments and suggestions.



**CULVER CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
UNADOPTED MINUTES**

<b>Meeting:</b>	<b><u>Regular Meeting</u></b>	<b>Date:</b>	<b><u>January 13, 2009</u></b>
<b>Place:</b>	<b><u>District Administration Office</u></b>	<b>Time:</b>	<b><u>6:00 p.m. – Public Meeting</u></b>
	<b><u>4034 Irving Place</u></b>		<b><u>6:01 p.m. – Closed Session</u></b>
	<b><u>Culver City 90232</u></b>		<b><u>7:00 p.m. – Public Meeting</u></b>

**Board Members Present**

**Jessica Beagles-Roos, Ph.D., President**  
**Sandra Davis, M.A., Vice President**  
**Steven Gourley, Clerk**  
**Scott Zeidman, Esq., Member**  
**Dana Russell, D.D.S., Member**

**Staff Members Present**

**Myrna Rivera Coté, Ed.D., Superintendent**  
**David El Fattal, M.B.A.**  
**Gwenis Laura, Ed.S.**  
**Patricia Jaffe, M.S.**

**Call to Order**

Board President Dr. Beagles-Roos called the meeting of the Culver City Unified School District Board of Education to order at 6:00 p.m. The Board adjourned to Closed Session at 6:01 p.m. and reconvened the public meeting at 7:00 p.m. with all Board members in attendance. Ms. Lynn Bronstein led the Pledge of Allegiance.

**Report from Closed Session**

Dr. Beagles-Roos reported that the Governing Board met in Closed Session regarding issues listed on today's Closed Session agenda and announced that no reportable actions were taken.

**7. Public Hearing**

**7.1 Culver City Federation of Teachers (CCFT) Initial Collective Bargaining Proposal for School Year 2008-2009**

Dr. Beagles-Roos opened the public hearing at 7:03 p.m. Mr. Karlos Silbiger commented that the District should research the salaries for personnel in other districts; he noticed that the administrators do not have a contract on the agenda, and felt that cuts should also be given to the administrators; and he stated that he was happy to see preparation time for elementary schools in the proposal. Mr. Mielke thanked Mr. Silbiger for attending the meeting and paying attention to the proposal. Mr. Mielke commented that the CCFT proposal was submitted in October which was prior to the financial crisis that the District is currently in. He requested the Board uses this crisis as a time to prioritize. He reminded the Board that the Union agreed to a one percent raise last year, but did not realize that other districts were given a higher raise. He also reminded the Board that three years ago the paradigm was broken when the Board approved the salary adjustment for MACCS members. Mr. Alan Elmont commented that if there was any way that the teachers could receive a raise then it should be done. Mr. Elmont commented as a reminder that the ability to provide raises is tied to how many employees are laid off. He also wanted to remind the public that employees also get automatic step and column increases. So whether or not they receive a salary raise they will receive an increase the step and column process. George Laase disagreed with Mr. Mielke's statement and stated that there should be a negative sign in front of the 4 percent that Mr. Mielke proposed as a salary increase for the teachers. Mr. Laase stated that in 1992 he recalled a 10 percent cut. Dr. Beagles-Roos closed the public hearing at 7:14 p.m.

**7.2 Culver City Unified School District (CCUSD) Initial Collective Bargaining Proposal for Culver City Federation of Teachers (CCFT) for School Year 2008-2009**

Dr. Beagles-Roos opened the public hearing at 7:15 p.m. Mr. Mielke wanted to point out the contrasts in the proposals. He stated that CCFT's proposal was very specific, and the District's proposal was vague. He feels it is better for the public if the District is more specific so that they can be fully informed. Mr. Alan Elmont stated he agreed with Mr. Mielke. He commented that the District's proposal is more of a list of talking points and not a detailed proposal. As a community member he feels it would be better if the proposal were a little more detailed so that the community could also weigh in. Dr. Beagles-Roos closed the public hearing at 7:20 p.m.

**7.3 Association of Classified Employees (ACE) Initial Collective Bargaining Proposal for School Year 2008-2009**

Dr. Beagles-Roos opened the public hearing at 7:21 p.m. There being no comments from the audience, Dr. Beagles-Roos closed the public hearing at 7:21 p.m.

**7.4 Culver City Unified School District (CCUSD) Initial Collective Bargaining Proposal for the Association of Classified Employees (ACE) for School Year 2008-2009**

Dr. Beagles-Roos opened the public hearing at 7:22 p.m. There being no comments from the audience, Dr. Beagles-Roos closed the public hearing at 7:23 p.m.

**8. Adoption of Agenda**

It was moved by Mr. Ziedman to adopt the agenda of January 13, 2009 with the revision of moving item 10.1 up on the agenda. Dr. Beagles-Roos pulled item number 14.4e. The motion was seconded by Mr. Gourley. The motion was unanimously approved to adopt the agenda as revised.

**10.1 American Citizenship Awards**

Dr. Coté and the Assistant Superintendents read the names and accomplishments of each school's recipients of the American Citizenship Award for the month of January. The recipients were Evelyn "Eva" Clubb from El Marino School; Mayda Yohannes from El Rincon Elementary; Kristina Bruce from La Ballona School; Kiarra Mueller from Linwood E. Howe School; Abigail Kim from Farragut School; Maria Lopez from Culver City Middle School; Elizabeth Haro from Culver Park High School; and Tanya Sowmendran from Culver City High School. Mrs. Davis and Mr. Zeidman presented each recipient with a pin and certificate; and thanked the students and their families for attending the meeting.

**9. Consent Agenda**

Dr. Beagles-Roos called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. Mr. George Laase requested that item 9.2 be withdrawn. It was moved by Dr. Russell and seconded by Mr. Zeidman to approve Consent Agenda Items 9.1, and 9.3-9.6 as presented. The motion was unanimously approved.

- 9.1 Minutes of Regular Meeting – December 9, 2008
- 9.3 Acceptance of Gifts – Donations
- 9.4 Certificated Personnel Reports No. 9
- 9.5 Classified Personnel Reports No. 9
- 9.6 Request for Exemption from the Post Retirement Earnings Limitation

**9.2 Approval is Recommended for Purchase Orders**

Mr. Laase commented that there was still a lack of transparency regarding Board member's expenditures. He felt the chart used was too elaborate and suggested simplifying the information. Mrs. Davis inquired as to P.O. number 52486. Ms. Laura responded the item was for books purchased at a conference attended by Mrs. Lockhart. Mrs. Davis also inquired about P.O. number 52508 that had two departments listed. Mr. El Fattal responded that it was for a copier purchased for the Special Projects Department. It was moved by Mr. Zeidman moved that the Board approve purchase orders from December 1, 2008 through January 2, 2009 as presented. Regarding Mr. Laase's comments, Mr. Gourley stated that he does not see how much clearer the chart could be done. Mrs. Davis commented that she thought the disclosure was very comprehensive, and she did not think that the insurance carrier that a Board member is using should matter. Mr. Gourley seconded the motion. The motion was unanimously approved.

**10. Awards, Recognitions and Presentations****10.2 AB 1802: Supplemental Counseling Services for Culver City Middle School and Culver City High School – Annual Report**

Middle school counselor Kate Griffin, and high school counselor Lisa Cooper discussed the AB 1802 intervention programs at each school. They also discussed the different ways that the schools are identifying high risk students. Board members thanked the presenters.



**11. Public Recognition****11.1 Superintendent's Report**

Dr. Coté wished everyone a Happy New Year and stated she hoped everyone had an enjoyable holiday. Dr. Coté reported on the December 29<sup>th</sup> press conference held at the Middle School by State Superintendent Jack O'Connell. She reported on Culver City Middle School and El Marino hosting visitors from other school districts who selected these two schools due to their outstanding reputations and excellent programs. Dr. Coté also reported on her attendance at a seminar at the Los Angeles County Office of Education, and a workshop sponsored by School Services regarding the Governor's budget proposal.

**11.2 Assistant Superintendents' Reports**

Ms. Laura reported on the Anti-Bullying Task Force meeting where a recommendation was made to give the Oliveus survey to grades 3-12 before putting into place any type of curriculum. A grant will be submitted to the Education Foundation to cover the costs. She reported on the students participating in benchmark testing for the second week. January 26<sup>th</sup> is a Pupil Free Day and Ms. Laura informed the Board which professional development activities will be taking place as the District continues the theme of "Building a Culture of Continuous Improvement."

Mr. El Fattal reported that the Security Supervisor had his first full day of employment with the District, and he will be invited to the next meeting for the Board to be introduced.

Mrs. Jaffe reported on her attendance at Culver City Middle School when the visitors from other districts were present. She shared some of her conversation with a few of the principals that were visiting, and announced that the Middle School is up for redesignation as a School to Watch.

**11.3 Members of the Audience**

Members of the audience spoke about:

- Suzannah Benton commented on the District providing more support for students to get work permit.
- Bill Wynn who was representing the Martin Luther King, Jr. Committee announced activities that will be taking place in Culver City on Martin Luther King, Jr. Day and encouraged the Board and community members to attend.
- Ryan Cho, a high school student, provided that Board with documents regarding testing for students on advanced placement exams. He further commented on the policy of having all students take the advanced placement exams. Mr. Zeidman requested to agendaize this topic. Dr. Coté commented that it was going to be on the agenda for January 27<sup>th</sup>.
- Karlo Silbiger commented on the City searching for students that would like to be involved with City Council and provided information on the survey that is available online. He extended an invitation to a Democratic Club Meeting on January 14<sup>th</sup>; and he agreed with Mr. Cho's comments stating that the policy regarding AP exams sounded ridiculous and the test should not have an effect on the student's GPA.
- Conner Nannini commented on the policy regarding AP exams and felt that there should not be a rule of taking the test. A student's grades should be what matters.
- James Alamillo informed the Board that a Booster Club has been established at Linwood E. Howe Elementary School.
- David Mielke felt the students spoke eloquently and extended his congratulations to Tanya Sowmendran for receiving a Citizenship Award. He wanted to publicly thank Mrs. Jaffe for the work she did last year handling the layoffs. He commented on items that he felt should be addressed when discussing the District's budget; and he addressed the Superintendent receiving an increase in her mileage allowance. He suggested that the adjustment was three times what the teachers received.

**11.4 Student Representatives' Reports****Middle School Student Representative**

Sibyl Courey, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including the students that were seated in Student Council as President, Vice President, Treasurer and Secretary. Miss Courey won the position of President. She also reported on the Winter Dance being well attended; the upcoming Valentine's Day Dance and Valentine O'grams; she gave an update on Pennies for Patients; she discussed the problems with attendance at the Student Council Meetings and ideas to boost attendance; and informed the Board of student requests to have a Global Awareness Day on campus. She also commented that she felt Student Council should have a mission statement.

**Culver Park Student Representative**

Emily Gomez, Culver Park High School Student Representative, was not present.

**Culver City High School Student Representative/Student Board Member**

Opal Dillard, Student Board Member, reported on activities at Culver City High School, including ASB being restructured and broken into committees to handle different issues around campus. One committee is a Big Brother/Sister Committee that works with the students with disabilities. She announced that one of the students, John, was going to be on Access Hollywood. Another student is getting focus groups established. Miss Dillard suggested that students should have a financial literacy and computer literacy class in order to graduate. She also suggested that a magazine, Celebrity High, be distributed as an insert with the High School's regular publication. Miss Dillard also apologized for missing the last meeting which was due to her trying out for musical. Dr. Beagles-Roos asked if she thought that students would attend a financial/computer literacy class if it was outside of the school day. Miss Dillard said yes.

**11.4 Members of the Board**

Board Members spoke about:

- Dr. Russell wished everyone a Happy New Year. He requested to adjourn the meeting in memory of Toby Rubinstein. Mr. Gourley seconded. He also discussed the different ways that the AP exams could be looked at and stated that they are great classes, but it is a philosophical topic. He inquired as to when the District will be able to take payments on the website; and he wanted to point out that the Superintendent did not receive a raise when all other employees received one.
- Mr. Gourley commented that he was happy to see audience members still present at the meeting; and welcomed Miss Dillard back.
- Mrs. Davis congratulated Miss Courey on her win as president of Student Council. Mrs. Davis stated that past history has been a "me too" clause for employee raises, but this was not done for the Superintendent so to be fair a mileage raise was given. She also wanted to clarify that she did not vote for the salary increase to MACCS employees a couple of years ago. Mrs. Davis stated she was happy to see the Athletics program in the paper; and commended Ms. Laura and Dr. Coté on handling parent complaints. She also commented that she was happy to hear that the Middle School was up for redesignation as a School to Watch, and commended Mrs. Jaffe for all the hard work she did at the school which built a great foundation for the future.
- Mr. Zeidman thanked students Ryan and Connor for speaking at the meeting. He reported on his attendance at a Booster Club meeting where Mike Eskridge provided incorrect information on administrators receiving a raise. He clarified that the District no longer had a Director of Security position as stated on information handed out by Mr. Mielke. He reported his attendance at the City Council meeting where AVPA was recognized and wondered why the District has not done the same. He said the Board should be recognizing all of the outstanding scholars, teams, and clubs in the District. He extended congratulations to Miss Dillard and Miss Courey; and commended Mrs. Jaffe and Mr. El Fattal for all of their hard work. He would also like to take a look at going back to K-6 and asked for a consensus. Mrs. Davis and Mr. Gourley were in agreement. He also gave a reminder of the annual Casino Night.
- Dr. Beagles-Roos extended a Happy New Year to everyone, and congratulated Miss Dillard and Miss Courey for their recent accomplishments. She agreed to adjourn the meeting in memory of Toby

Rubenstein, and included the spouse of Maggie Marquez, Estelle Mendelsohn, and Gene Mills. She commented on the state budget and acknowledged that it will be a hard year for high school seniors applying for financial assistance for college. Dr. Beagles-Roos announced the fundraiser for the Youth Health Center on February 8<sup>th</sup>; and announced that nominations are being taken for Teacher and Classified Employee of the year for the Education Foundation's Tribute to the Stars. She thanked staff for the book received; and she also commended Mrs. Ecker for information that she put together for the Board regarding the 1994 Mandate Reimbursement.

## 12. Information Items

### 12.1 First Reading of New Board Policy 5137, Positive School Climate

Ms. Laura presented the Policy to the Board. Mr. Andrew Sotelo was present to respond to any questions. Mr. Jerry Chabola commented on one main problem he found with the policies which was being able to identify students in order to be able to deal with the students effectively. He suggested having a picture identification badge. Dr. Russell agreed to the idea and wondered if there was any reason why it could not be implemented. Mr. Chabola said that the previous Superintendent thought it would be too impersonal. Miss Dillard spoke on behalf of the students and thought the idea was going overboard. Further discussion ensued. Dr. Beagles-Roos asked staff to bring back additional information on the idea of mandating students to wear picture identification because this was not part of the policy being discussed. Mr. Chabola stated that in the past there was a mentoring program with community members, and the concern would be how to get community members involved again. The Policy will be brought back for a second reading.

### 12.2 Update on Governor's Proposed 2009-10 State Budget

Mr. El Fattal provided the Board with information regarding the State budget. Mr. Elmont inquired as to if GASB 45 was mentioned at the workshop that Mr. El Fattal attended. He responded yes and the District has a liability of approximately 11.5 million for retiree benefits. Jodi Reichel inquired as to what the parents can do to assist the District, and could the funds for the natatorium be used? Mr. El Fattal responded yes. Further discussion ensued. Casey Chabola stated his concerns about class size reduction. Mr. El Fattal recommended that the Board move quickly with budget cuts as the process unfolds.

## 13. Recess

The Board recessed at 9:45 p.m. and reconvened at 9:55 p.m.

## 14. Action Items

### 14.1 Superintendent's Items - None

### 14.2 Education Services Items

#### 14.2a Approval is Recommended for the Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints

It was moved by Mrs. Davis and seconded by Mr. Zeidman that the Board approve the Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints for the period of October 1, 2008 through December 31, 2008 as presented. The motion was approved with a vote of 4 Ayes and 1 Nay vote from Mr. Gourley.

#### 14.2b Approval is Recommended for the Second Reading and Adoption of Revised Board Policy/Administrative Regulation, 1250 – Community Relations, Visitors

It was moved by Mrs. Davis and seconded by Mr. Zeidman to approve the Second Reading and Adoption of Revised Board Policy/Administrative Regulation, 1250 – Community Relations, Visitors. Mr. Zeidman stated that he appreciated the work that had been done on the policy, but he still disagreed with using the word visitors. He cited Penal Codes and suggested revisions. Further discussion ensued. Mr. Zeidman stated that he would like to withdraw this item until CSBA could be contacted to find out about the Penal Codes that they are citing. Mrs. Davis withdrew the original motion and Mr. Zeidman seconded.

**14.2c Approval is Recommended for the HeART Project at Culver Park Continuation High School, April 2009 through June 2009**

It was moved by Mr. Gourley and seconded by Mrs. Davis that the Board approve the HeART Project at Culver Park Continuation High School, April 2009 through June 2009 as presented. The motion was unanimously approved.

**14.2d Approval is Recommended for the Music Center Skirball Artist-Teacher Partnership Program**

It was moved by Mr. Gourley and seconded by Mrs. Davis that the Board approve the Music Center Skirball-Teacher Partnership Program as presented. The motion was unanimously approved.

**14.3 Business Items****14.3a Approval is Recommended for Rejection of Claim**

It was moved by Mr. Zeidman and seconded by Dr. Russell that the Board authorize the Assistant Superintendent of Business Services to reject the claim for damages related to File 09-0113DE as presented. The motion was unanimously approved.

**14.4 Personnel Items****14.4a Approval is Recommended for the Adoption of Culver City Unified School District (CCUSD) Initial Collective Bargaining Proposal for Culver City Federation of Teachers (CCFT) for School Year 2008-2009**

It was moved by Mrs. Davis and seconded by Dr. Russell that the Board adopt the Culver City Unified School District's Initial Collective Bargaining Proposal for the Culver City Federation of Teachers for School Year 2008-2009 as presented. The motion was unanimously approved.

**14.4b Approval is Recommended for the Adoption of Culver City Unified School District (CCUSD) Initial Collective Bargaining Proposal for Association of Classified Employees (ACE) for School Year 2008-2009**

It was moved by Mrs. Davis and seconded by Mr. Zeidman that the Board adopt the Culver City Unified School District's Initial Collective Bargaining Proposal for the Association of Classified Employees School Year 2008-2009 as presented. The motion was unanimously approved.

**14.4c Third Reading and Adoption of Revised Administrative Regulation 4112.4, Health Examinations**

It was moved by Mrs. Davis and seconded by Mr. Gourley that the Board deletes the Board Policy and adopts Revised Administrative Regulation 4112.3, Health Examinations as presented. The motion was unanimously approved.

**14.4d Approval is Recommended for Resolution #6-2008/2009, Catastrophic Leave for Classified Employee (Clerk Typist II)**

It was moved by Mrs. Davis and seconded by Dr. Russell that the Board approve Resolution #6-2008/2009 for a Catastrophic Leave for a Classified Employee as presented. The motion was unanimously approved.

**15. Board Business****15.1 Discussion Regarding the December Meeting of the CCUSD/City Council Liaison Committee**

Dr. Beagles-Roos stated that Mr. Gourley was unable to attend the meeting and that she had been in attendance as an alternate. Mr. Zeidman and Dr. Beagles-Roos informed the Board of the discussions at the Committee Meeting which included traffic issues, green buildings, joint-use issues, and working with the City in getting information out to the students. Mr. Laase suggested the City's housing standards as a future Liaison Committee agenda item. Further discussion ensued.

**16. Public Recognition – Continued****16.1 Members of the Audience**

There were no comments from audience members.

**16.2 Members of the Board**

Members of the Board spoke about:

- Mr. Zeidman requested staff to look into being able to take credit cards at the Office of Child Development. He also asked for two other votes in agreement to see what other groups the Board could honor at future meetings. A consensus was made by Mr. Gourley and Dr. Russell.
- Mrs. Davis stated that she had received an invitation to speak in Sacramento, but found out too late to get agendized. Mr. Gourley moved to agendize a retroactive reimbursement. Mr. Zeidman seconded.
- Dr. Russell commented on an editorial that he read in the L.A. Times where they suggested that the State eliminate income tax for teachers.
- Dr. Beagles-Roos confirmed that there will be a Special Board Meeting on February 3, 2009 at 6:00 p.m., and was in agreement to recognize special groups at the schools. She suggested a discussion on the budget at the upcoming meeting. Dr. Russell said that he would like the discussion to be more philosophical.

**Adjournment**

There being no further business, it was moved by Mr. Zeidman, seconded by Dr. Russell and unanimously approved to adjourn the meeting. Board President Dr. Beagles-Roos adjourned the meeting at 10:30 p.m. in memory of Toby Rubenstein, Estelle Mendelsohn, Gene Mills, and Mr. Marquez.

Approved: \_\_\_\_\_  
Board President

\_\_\_\_\_  
Superintendent

On: \_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary



**9.2 PURCHASE ORDERS AND WARRANTS**

The attached purchase order list and warrants report are submitted to the Board of Education at the second board meeting of each month for ratification. No other purchase orders have been issued other than those previously approved or included in the attached list.

The intent of this report is to provide the Board of Education and the community with more definitive information relative to purchasing and disbursement of monies by fund and account.

Purchase order grand total from January 5, 2009 through January 16, 2009 is \$196,292.38. Warrants issued for the period December 1, 2008 through January 15, 2009 total \$11,262,762.32. This includes \$3,843,863.57 in commercial warrants, and \$7,418,898.75 in payroll warrants.

**BUDGET NUMBER LEGEND FOR FUNDS**

- 01.0 general fund
- 11.0 adult education fund
- 12.0 child development fund
- 13.0 cafeteria fund
- 14.0 deferred maintenance fund
- 21.0 building fund
- 25.0 capital facilities fund
- 40.0 redevelopment
- 76.0 warrant pass-through fund
- 96.0 general fixed asset account

**RECOMMENDED MOTION:** That purchase orders from January 5, 2009 through January 16, 2009 in the amount of \$196,292.38 and warrants for December 1, 2008 through January 15, 2009 in the amount of \$11,262,762.32 be ratified by the Board of Education.

**Moved by:**

**Seconded by:**

**Vote:**

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Board List Purchase Order Report

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District : 64444

CULVER CITY UNIFIED SD

Run Date: 01/17/2009

Purchase Orders/Buyouts To The Board for Ratification From : 1/5/2009 To 1/16/2009

Run Time: 06:35:35PM

Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Change

PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
01/07/09	51381M	C		01/07/09	CASTLEROCK ENV	CONTRACT SE Maintenance	51381M	14.0	62050.0	00000	8500	6259	0005040	18,490.00	18,490.00
				1/7/2009					CASTLEROCK ENVIRONMENTAL, INC.						
01/12/09	52139M	A		01/12/09	TOWN RIDE, INC.	TRANSPORTA Operations	52139M	01.0	00000.0	00000	3600	5871	0005041	6,175.00	6,175.00
				1/12/2009					TOWN RIDE, INC.						
01/07/09	52235A	C		01/07/09	L A COUNTY OFFIC	CONFERENCE. Special Proje	52235A	01.0	73250.0	00000	2700	5220	0004030	4,200.00	4,200.00
				1/7/2009					L A COUNTY OFFICE OF ED, CIS/ELP						
01/13/09	52236	C		01/13/09	CALIFORNIA DEPA	CONFERENCE. Special Proje	52236	01.0	73250.0	00000	2700	5220	0004030	4,800.00	4,800.00
				1/13/2009					CALIFORNIA DEPARTMENT OF EDUCATION						
01/12/09	52346M	A		01/12/09	INTERMOUNTAIN L	MAINTENANCE Maintenance	52346M	01.0	81500.0	00000	8110	4380	0005040	488.21	488.21
				1/12/2009					INTERMOUNTAIN LOCK & SUPPLY CO.						
01/07/09	52348M	A		01/07/09	C. JUAREZ SECURI	REPAIRS - OTH Maintenance	52348M	01.0	81500.0	00000	8110	5630	0005040	1,050.00	1,050.00
				1/7/2009					C. JUAREZ SECURITY, INC.						
01/12/09	52349M	A		01/12/09	BOMAN FORKLIFT	REPAIRS - OTH Maintenance	52349M	01.0	81500.0	00000	8110	4360	0005040	154.59	154.59
				1/12/2009					BOMAN FORKLIFT						
01/12/09	52350M	A		01/12/09	STOCK BUILDING S	MAINTENANCE Maintenance	52350M	01.0	81500.0	00000	8110	4380	0005040	93.95	93.95
				1/12/2009					STOCK BUILDING SUPPLY						
01/12/09	52351M	A		01/12/09	ONE STOP ROOTE	REPAIRS - OTH Maintenance	52351M	01.0	81500.0	00000	8110	5630	0005040	1,175.00	1,175.00
				1/12/2009					ONE STOP ROOTE R & PLUMBING						
01/07/09	52440	A		01/07/09	AA TELE TECH	MAINTENANCE Culver City H	52440	01.0	00000.0	17000	1000	5610	4010000	500.00	500.00
				1/7/2009					AA TELE TECH						
01/07/09	52534	A		01/07/09	CULVER CITY TRO	OFFICE SUPPL Superintende		01.0	00000.0	00000	7100	4350	0001000	190.00	190.00

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District : 64444

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17/2009					52534	CULVER CITY TROPHY CO, INC									190.00
01/05/09	52569	C		01/05/09	YESHIVA OHR ELI CONFERENCE	Ohr Eliyahu A	01.0	40350.0	00000	2100	5220	1050000		600.00	600.00
1/5/2009					52569	YESHIVA OHR ELIYAHU									600.00
01/05/09	52580	A	1	01/13/09	RIFTON PRODUCT INSTRUCTION	Undistributed	01.7	65000.0	50010	2200	4310	0000000		2,778.23	2,778.23
1/5/2009					52580	RIFTON PRODUCTS LLC									
01/09/09	52595	A		01/12/09	PERFORMING ART CONSULTANT	Educational S	01.0	91400.0	11100	1000	5810	0004000		17,143.00	17,143.00
01/12/09							01.0	67600.0	11100	1000	5810	0004000		10,507.00	10,507.00
1/9/2009					52595	PERFORMING ARTS CENTER OF L.A. COUNTY									27,650.00
01/14/09	52596	A		01/14/09	THE APPLE STORE COMPUTER S	El Marino Lan	01.0	91400.0	16003	1000	4410	2030000		22,558.88	22,558.88
1/14/2009					52596	THE APPLE STORE									
01/05/09	52597	C		01/05/09	ASSOCIATION OF C CONFERENCE	Human Reso	01.0	00000.0	00000	7400	5220	0003000		560.00	560.00
1/5/2009					52597	ASSOCIATION OF CA SCHOOL ADMINISTRATOR									
01/14/09	52598	A		01/14/09	LOS ANGELES TIM ADVERTISING	Human Reso	01.0	00000.0	00000	7400	5830	0003000		2,380.00	2,380.00
1/14/2009					52598	LOS ANGELES TIMES									
01/09/09	52599	A		01/09/09	CCS PRESENTATI COMPUTER S	Special Proje	01.0	58100.0	11100	1000	4410	0004030		15,977.70	15,977.70
1/9/2009					52599	CCS PRESENTATION SYSTEMS, INC.									
01/07/09	52601	A		01/07/09	THE GESELL INST INSTRUCTION	OT and APE	01.0	56400.0	11100	1000	4312	0004025		226.98	226.98
1/7/2009					52601	THE GESELL INSTITUTE									
01/07/09	52602	A		01/07/09	DELL COMPUTER C OFFICE SUPPL	Human Reso	01.0	00000.0	00000	7400	4350	0003000		205.65	205.65
1/7/2009					52602	DELL COMPUTER CORP.									
01/07/09	52603	A		01/07/09	TEACHER'S DISCO INSTRUCTION	Special Educa	01.0	33100.0	57700	1110	4310	0004040		142.83	142.83

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					17/2009	52603	TEACHER'S DISCOVERY								142.83
01/07/09	52604	A	01/07/09	01/07/09	KIRK PAPER COMP.	OFFICE SUPPL	Purchasing	01.0	00000.0	00000	7300	4350	0005030	313.93	313.93
					17/2009	52604	KIRK PAPER COMPANY INC								313.93
01/07/09	52605	A	01/07/09	01/07/09	LAKESHORE WLA	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	64.84	64.84
					17/2009	52605	LAKESHORE WLA								64.84
01/07/09	52606	C	01/07/09	01/07/09	CUE	CONFERENCE	Educational S	01.0	40460.0	00000	2100	5220	0004000	1,380.00	1,380.00
					17/2009	52606	CUE								1,380.00
01/07/09	52607	A	01/07/09	01/07/09	CASHMASTER INT	REPAIRS - OTH	Undistributed	13.0	53100.0	00000	3700	5630	0000000	128.65	128.65
					17/2009	52607	CASHMASTER INTERNATIONAL								128.65
01/07/09	52608	A	01/07/09	01/07/09	LACOE - ACCOUNTI	CONTRACTED : Special Educa		01.0	65000.0	57520	1110	5880	0004040	50,930.00	50,930.00
					17/2009	52608	LACOE - ACCOUNTING SECTION								50,930.00
01/07/09	52609	A	01/07/09	01/07/09	SAMY'S CAMERA	INSTRUCTION	Culver City H	01.0	90127.0	11100	1000	4310	4010000	335.47	335.47
					17/2009	52609	SAMY'S CAMERA								335.47
01/09/09	52610	A	01/09/09	01/09/09	SAFEGUARD BUSI	OFFICE SUPPL	Fiscal Service	01.0	00000.0	00000	7300	4350	0005010	235.41	235.41
					1/9/2009	52610	SAFEGUARD BUSINESS SYSTEMS								235.41
01/12/09	52611	A	01/12/09	01/12/09	COMPLETE BUSIN	OFFICE SUPPL	El Rincon unit	01.0	00000.0	00000	2700	4350	2040001	457.46	457.46
					1/12/2009	52611	COMPLETE BUSINESS SYSTEMS								457.46
01/12/09	52613	C	01/12/09	01/12/09	THE PI PROJECT	CONFERENCE	Linwood How	01.0	90127.0	11100	1000	5220	2020000	1,200.00	1,200.00
					1/12/2009	52613	THE PI PROJECT								1,200.00
01/12/09	52634	A	01/12/09	01/12/09	TUSHAR DWIVEDI	CONSULTANT	Culver City M	01.0	30100.0	11100	1000	5850	3010000	4,500.00	4,500.00

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Board List Purchase Order Report  
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					1/12/2009		52634	TUSHAR DWIVEDI								4,500.00
01/12/09	52635	A		01/12/09	ADVANTAGE LEAR	INSTRUCTION	Culver City M	01.0	00000.0	16003	1000	4310	3010000	1,698.75	1,698.75	
					1/12/2009		52635	ADVANTAGE LEARNING								
01/14/09	52637	A		01/14/09	LINDAMOOD-BELL I CONFERENCE		Culver City M	01.0	90127.0	11100	1000	5220	3010000	1,867.00	1,867.00	
					1/14/2009		52637	LINDAMOOD-BELL LEARNING PROCESSES								
01/14/09	52638	A		01/14/09	OFFICE SUPPL	Office of Child	12.0	50250.0	85000	2700	4350	0000002		234.26	234.26	
					1/14/2009		52638	CDW-G								
01/14/09	52639	A		01/14/09	GCS SERVICE, IN	REPAIRS - OTH	Office of Child	12.0	50250.0	85000	2700	5630	0000002	134.25	134.25	
					1/14/2009		52639	GCS SERVICE, INC.								
01/14/09	52640	A		01/14/09	AVC OFFICE AUTO	MAINTENANCE	Office of Child	12.0	60800.0	85000	8100	5630	0000002	367.43	367.43	
					1/14/2009		52640	AVC OFFICE AUTOMATION								
01/14/09	52641	A		01/14/09	PEOPLES EDUCAT	BOOKS	Linwood How	01.0	90127.0	11100	1000	4310	2020000	1,292.73	1,292.73	
					1/14/2009		52641	PEOPLES EDUCATION								
01/14/09	52642	A		01/14/09	ECS LEARNING SY	INSTRUCTION	Special Educa	01.0	33100.0	57700	1110	4310	0004040	141.65	141.65	
					1/14/2009		52642	ECS LEARNING SYSTEMS, INC.								
01/14/09	52643	A		01/14/09	KENJI & MANAMI G	CONTRACT SE	Special Educa	01.0	33100.0	57500	3900	5890	0004040	2,100.00	2,100.00	
					1/14/2009		52643	KENJI & MANAMI GO								
01/14/09	52644	A	1	01/16/09	ACADEMIC COMMU	INSTRUCTION	Speech	01.0	56400.0	11100	1000	4312	0004024	363.41	363.41	
					1/14/2009		52644	ACADEMIC COMMUNICATION ASSOCIATES								
01/14/09	52645	A		01/14/09	LINGUI SYSTEMS	INSTRUCTION	Speech	01.0	56400.0	11100	1000	4310	0004024	145.86	145.86	

PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount	
							52645	LINGUI SYSTEMS								145.86
							52646									
01/14/09	52646	A		01/14/09	THOMSON WEST	OFFICE SUPPL	Special Educa	01.0	33100.0	50010	2100	4210	0004040	32.48	32.48	
							52646	THOMSON WEST								
							52647	EAGLE SOFTWARE								
01/14/09	52647	A		01/14/09	EAGLE SOFTWARE	CONFERENCE, Technology		01.0	00000.0	00000	7700	5220	0005020	400.00	400.00	
							52648	CODE BLUE E.R.T.								
01/14/09	52648	A		01/14/09	CODE BLUE E.R.T.	FIRST AID SUP	Human Reso	01.0	00000.0	00000	7400	5860	0003000	580.00	580.00	
							52649	NATIONAL EVERY 15 MINUTES ORGANIZATION								
01/13/09	52649	C		01/13/09	NATIONAL EVERY 15 MINUTES ORGANIZATION	CONFERENCE, Culver City H		01.0	91400.0	00000	2700	5220	4010000	550.00	550.00	
							52650	PITNEY BOWES								
01/14/09	52650	A		01/14/09	PITNEY BOWES	REPAIRS - OFF High School		01.0	00000.0	00000	2700	5630	4010001	686.00	686.00	
							52651	VANTAGE LEARNING								
01/14/09	52651	A		01/14/09	VANTAGE LEARNI	CONSULTANT High School		01.0	00000.0	00000	2700	5310	4010001	27.76	27.76	
							52652	SOUTHERN POVERTY LAW CENTER								
01/14/09	52652	A		01/14/09	SOUTHERN POVE	MAGAZINES High School		01.0	00000.0	11100	1000	4310	4010001	20.00	20.00	
							52653	TRUANCY SYMPOSIUM								
01/13/09	52653	C		01/13/09	TRUANCY SYMPOS	CONFERENCE, Culver City H		01.0	91400.0	00000	2700	5220	4010000	40.00	40.00	
							52654	FREESTYLE PHOTOGRAPHIC SUPPLIES								
01/14/09	52654	A	1	01/16/09	FREESTYLE PHOT	INSTRUCTION Culver City H		01.0	00000.0	16001	1000	4310	4010000	627.92	627.92	
							52655	CONTROLTEC, INC REPAIRS - OTH Office of Child								
01/14/09	52655	A		01/14/09	CONTROLTEC, INC	REPAIRS - OTH Office of Child		12.0	50250.0	85000	2700	5630	0000002	7,800.00	7,800.00	

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					1/14/2009	52655	CONTROLTEC, INC								7,800.00
01/13/09	52656	C		01/13/09	SANTA MONICA PL	FIELD TRIPS	El Rincon Ele	01.0	00000.0	16003	1000	5816	2040000	595.00	595.00
				1/13/2009		52656	SANTA MONICA PLAYHOUSE								
01/14/09	52657	A		01/14/09	SANTA MONICA PL	FIELD TRIPS	El Rincon Ele	01.0	00000.0	16003	1000	5816	2040000	695.00	695.00
				1/14/2009		52657	SANTA MONICA PLAYHOUSE								
01/14/09	52658	A		01/14/09	OXFORD UNIVERS	BOOKS	Adult School	11.0	90139.0	41100	1000	4110	0000010	266.70	266.70
				1/14/2009		52658	OXFORD UNIVERSITY PRESS								
01/14/09	52659	A		01/14/09	FOLLETT LIBRARY I	BOOKS	Culver City M	01.0	00000.0	16003	1000	4210	3010000	627.40	627.40
				1/14/2009		52659	FOLLETT LIBRARY RESOURCES								
01/14/09	52660	A		01/14/09	TROXELL COMMUN	COMPUTER S	Culver City M	01.0	00000.0	16003	1000	4310	3010000	597.54	597.54
				1/14/2009		52660	TROXELL COMMUNICATIONS								
01/15/09	52661	A		01/15/09	EVAN MOOR EDUC	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	37.46	37.46
				1/15/2009		52661	EVAN MOOR EDUCATION PUBLISHERS								
01/16/09	52662	A		01/16/09	SUMMIT LEARNING	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	58.10	58.10
				1/16/2009		52662	SUMMIT LEARNING								
01/16/09	52663	A		01/16/09	THE MARKERBOAR	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	78.04	78.04
				1/16/2009		52663	THE MARKERBOARD PEOPLE, INC.								
01/15/09	52664	A		01/15/09	SOUTHERN CALI	CONFERENCE	Special Proje	01.0	73920.0	00000	2100	5220	0004030	380.00	380.00
				1/15/2009		52664	SOUTHERN CALIFORNIA KINDERGARTEN CONF								
01/16/09	52665	A		01/16/09	CHELSEA HOUSE P	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	69.16	69.16

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					1/16/2009	52665		CHELSEA HOUSE PUBLISHERS								69.16
01/16/09	52666	A		01/16/09	NICK RAIL MUSIC	INSTRUCTION	La Ballona El	01.0	73950.0	11100	1000	4310	2060000	248.98	248.98	
					1/16/2009	52666		NICK RAIL MUSIC								248.98
01/16/09	52667	A		01/16/09	CDW-G	COMPUTERS	Special Proje	01.0	90141.0	11100	1000	4410	0004030	272.79	272.79	
					1/16/2009	52667		CDW-G								272.79
01/15/09	52668	A		01/15/09	NORWALK-LA MIR	CONFERENCE	Special Proje	01.0	73920.0	00000	2100	5220	0004030	175.00	175.00	
					1/15/2009	52668		NORWALK-LA MIRADA UNIFIED SCHOOL DIST								175.00
01/16/09	52669	A		01/16/09	EDUCATIONAL IN	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	63.97	63.97	
					1/16/2009	52669		EDUCATIONAL INNOVATIONS								63.97
01/16/09	52670	A		01/16/09	LAKESHORE WLA	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	118.48	118.48	
					1/16/2009	52670		LAKESHORE WLA								118.48
01/15/09	52672	A		01/15/09	CEEA	CONFERENCE	Special Proje	01.0	73920.0	00000	2100	5220	0004030	199.00	199.00	
					1/15/2009	52672		CEEA								199.00
01/15/09	52673	A		01/15/09	LACSTA	CONFERENCE	District Admini	01.0	00000.0	00000	7100	5220	0002000	35.00	35.00	
					1/15/2009	52673		LACSTA								35.00
01/16/09	52674	A		01/16/09	SCHOOL ADMINIS	OFFICE SUPPL	Superintende	01.0	00000.0	00000	7100	4350	0001000	95.43	95.43	
					1/16/2009	52674		SCHOOL ADMINISTRATORS' PUBLISHING COMP								95.43
01/16/09	52675	A		01/16/09	MISSION SAN JUA	FIELD TRIPS	Linwood How	01.0	91400.0	11100	1000	5816	2020000	468.00	468.00	
					1/16/2009	52675		MISSION SAN JUAN CAPISTRANO								468.00
01/16/09	52676	A		01/16/09	MAD SCIENCE OF L	CONTRACTED	Linwood How	01.0	91400.0	11100	1000	5810	2020000	660.00	660.00	

Report ID: LAPO009C

District: 64444

Purchase Orders/Buyouts To The Board for Ratification From: 1/5/2009 To 1/16/2009  
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Board List Purchase Order Report  
CULVER CITY UNIFIED SD

Page 100.

Run Date: 01/17/2009

Run Time: 06:35:35PM

PO Date	PO #	Stat	Ord #	Date	Change	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount		
						1/16/2009	52676		MAD SCIENCE OF LOS ANGELES									660.00
01/16/09	52677	A		01/16/09		AMTRAK-GROUP S FIELD TRIPS	Linwood How	01.0	91400.0	11100	1000	5816	2020000		624.00	624.00		
						1/16/2009	52677		AMTRAK-GROUP SALES DEPARTMENT									
01/15/09	52679	A		01/15/09		DELL COMPUTER C COMPUTER S	Technology	01.0	00000.0	00000	7700	4410	0005020		875.05	875.05		
						1/15/2009	52679		DELL COMPUTER CORP.									

Total by District : 64444 196,292.38 196,292.38

End of Report LAPO009C

NONPUBLIC SCHOOLS:

APPROVED YTD: \$3,792,736.15

**CULVER CITY UNIFIED SCHOOL DISTRICT  
DISTRICT WARRANT  
2008 - 2009**

**COMMERCIAL WARRANTS**

DECEMBER 1, 2008 - JANUARY 15, 2009      \$    3,843,863.57

**PAYROLL WARRANTS**

DECEMBER 1, 2008 - JANUARY 15, 2009      \$    7,418,898.75

**TOTAL:**

\$ 11,262,762.32



## CCUSD Board Members Expenditures

### July 2008

Board Member	Stipend	Benefits	Other Expenditures	Monthly Total	YTD TOTAL
Beagles-Roos, Jessica	\$ 240.00	\$ 26.04	\$ -	\$ 266.04	\$ 266.04
Davis, Sandra	\$ 240.00	\$ 26.04	\$ -	\$ 266.04	\$ 266.04
Gourley, Steven	\$ 240.00	\$ 26.04	\$ -	\$ 266.04	\$ 266.04
Russell, Dana	\$ 240.00	\$ 26.04	\$ -	\$ 266.04	\$ 266.04
Zeidman, Curtis Scott	\$ 240.00	\$ 26.04	\$ -	\$ 266.04	\$ 266.04
<b>Monthly Total</b>	<b>\$ 1,200.00</b>	<b>\$ 130.20</b>	<b>\$ -</b>	<b>\$ 1,330.20</b>	<b>\$ 1,330.20</b>

### August 2008

Board Member	Stipend	Benefits	Other Expenditures	Monthly Total	YTD TOTAL
Beagles-Roos, Jessica	\$ 240.00	\$ 26.04	\$ 950.00	\$ 1,216.04	\$ 1,482.08
Davis, Sandra	\$ 240.00	\$ 26.04	\$ 989.00	\$ 1,255.04	\$ 1,521.08
Gourley, Steven	\$ 240.00	\$ 26.04	\$ -	\$ 266.04	\$ 532.08
Russell, Dana	\$ 240.00	\$ 26.04	\$ 950.00	\$ 1,216.04	\$ 1,482.08
Zeidman, Curtis Scott	\$ 240.00	\$ 26.04	\$ -	\$ 266.04	\$ 532.08
<b>Monthly Total</b>	<b>\$ 1,200.00</b>	<b>\$ 130.20</b>	<b>\$ 2,889.00</b>	<b>\$ 4,219.20</b>	<b>\$ 5,549.40</b>

### September 2008

Board Member	Stipend	Benefits	Other Expenditures	Monthly Total	YTD TOTAL
Beagles-Roos, Jessica	\$ 240.00	\$ 50.13	\$ -	\$ 290.13	\$ 1,772.21
Davis, Sandra	\$ 240.00	\$ 1,133.65	\$ -	\$ 1,373.65	\$ 2,894.73
Gourley, Steven	\$ 240.00	\$ 186.50	\$ -	\$ 426.50	\$ 958.58
Russell, Dana	\$ 240.00	\$ 1,134.62	\$ -	\$ 1,374.62	\$ 2,856.70
Zeidman, Curtis Scott	\$ 240.00	\$ 1,150.68	\$ -	\$ 1,390.68	\$ 1,922.76
<b>Monthly Total</b>	<b>\$ 1,200.00</b>	<b>\$ 3,655.58</b>	<b>\$ -</b>	<b>\$ 4,855.58</b>	<b>\$ 10,404.98</b>

This report represents all expenditures made by the district to, or on behalf of, members of the Board of Education:

- Stipends are "compensation" made to elected officials for the public service they provide.
- Benefits consist of the statutory benefits associated with stipends as well as health and welfare coverage.
- Other Expenditures are travel/conference related expenses while on District business.

## CCUSD Board Members Expenditures

### October 2008

Board Member	Stipend	Benefits	Other Expenditures	Monthly Total	YTD TOTAL
Beagles-Roos, Jessica	\$ 240.00	\$ 50.13	\$ -	\$ 290.13	\$ 2,062.34
Davis, Sandra	\$ 240.00	\$ 1,133.65	\$ -	\$ 1,373.65	\$ 4,268.38
Gourley, Steven	\$ 240.00	\$ 186.50	\$ -	\$ 426.50	\$ 1,385.08
Russell, Dana	\$ 240.00	\$ 1,134.62	\$ -	\$ 1,374.62	\$ 4,231.32
Zeidman, Curtis Scott	\$ 240.00	\$ 1,150.68	\$ -	\$ 1,390.68	\$ 3,313.44
<b>Monthly Total</b>	<b>\$ 1,200.00</b>	<b>\$ 3,655.58</b>	<b>\$ -</b>	<b>\$ 4,855.58</b>	<b>\$ 15,260.56</b>

### November 2008

Board Member	Stipend	Benefits	Other Expenditures	Monthly Total	YTD TOTAL
Beagles-Roos, Jessica	\$ 240.00	\$ 50.13	\$ -	\$ 290.13	\$ 2,352.47
Davis, Sandra	\$ 240.00	\$ 1,133.65	\$ -	\$ 1,373.65	\$ 5,642.03
Gourley, Steven	\$ 240.00	\$ 186.50	\$ -	\$ 426.50	\$ 1,811.58
Russell, Dana	\$ 240.00	\$ 1,134.62	\$ -	\$ 1,374.62	\$ 5,605.94
Zeidman, Curtis Scott	\$ 240.00	\$ 1,150.68	\$ -	\$ 1,390.68	\$ 4,704.12
<b>Monthly Total</b>	<b>\$ 1,200.00</b>	<b>\$ 3,655.58</b>	<b>\$ -</b>	<b>\$ 4,855.58</b>	<b>\$ 20,116.14</b>

### December 2008

Board Member	Stipend	Benefits	Other Expenditures	Monthly Total	YTD TOTAL
Beagles-Roos, Jessica	\$ 240.00	\$ 50.13	\$ -	\$ 290.13	\$ 2,642.60
Davis, Sandra	\$ 240.00	\$ 1,133.65	\$ -	\$ 1,373.65	\$ 7,015.68
Gourley, Steven	\$ 240.00	\$ 186.50	\$ -	\$ 426.50	\$ 2,238.08
Russell, Dana	\$ 240.00	\$ 1,134.62	\$ -	\$ 1,374.62	\$ 6,980.56
Zeidman, Curtis Scott	\$ 240.00	\$ 1,150.68	\$ -	\$ 1,390.68	\$ 6,094.80
<b>Monthly Total</b>	<b>\$ 1,200.00</b>	<b>\$ 3,655.58</b>	<b>\$ -</b>	<b>\$ 4,855.58</b>	<b>\$ 24,971.72</b>

This report represents all expenditures made by the district to, or on behalf of, members of the Board of Education:

- Stipends are "compensation" made to elected officials for the public service they provide.
- Benefits consist of the statutory benefits associated with stipends as well as health and welfare coverage.
- Other Expenditures are travel/conference related expenses while on District business.

**BOARD REPORT**

1/27/09

9.3

**9.3 Approval is Recommended for Acceptance of Gifts**

Board Policy 3290 states the Governing Board may accept any bequest or gift of money or property on behalf of the District that is consistent with the District's vision and philosophy. All gifts, grants, and bequests become District property.

The following items have been donated for use in the District:

<b><u>Location</u></b>	<b><u>Donor/Item(s) Donated</u></b>
Culver City Unified I.T. Dept.	Mr. Chip Netzel 3 copies of MS Office 2003 for Windows 5 copies of MS Office 2004 for Mac For classroom use as needed
Office of Child Development	Bishop Family Play kitchen for OCD Preschool
Office of Child Development Linwood Howe, Preschool #1	Mr. & Mrs. Solomon Tsegaye \$30 Gift certificate for classroom supplies 2 printer ink cartridges, body wipes and a box of cleaning towels
Office of Child Development Main campus, Preschool #1	Mrs. Aileen Zeidman Beads and six foot parachute  Robert and Nancy Cressey dba Constellation Sales \$57.64 10% profit of sales from A. Zeidman

**RECOMMENDED MOTION:**

That the Board accepts with appreciation the gifts listed.

Moved by:

Seconded by:

Vote:



**BOARD REPORT**

**9.4 Certificated Personnel Services Report No. 10**

**I. Authorization and Ratification of Employment**

**A. Elementary Principal – El Rincon  
Effective February 2, 2009**

1. Tracy, Dr. E. Thomas

**B. Head Football Coach – High School  
Effective January 28, 2009**

1. Wright, Jahmal

**C. Substitute Teachers - District**

1. Miston, Natalie Effective December 18, 2008
2. Rothenberg, Phillip Effective January 14, 2009
3. Sires, Pearl Effective January 20, 2009

**D. Regional Occupational Program Teacher - High School  
Effective January 26, 2009 through June 22, 2009**

1. Brandt, Michael Auto Specialization
2. Dikeman, Clark Lifeguard and Water Safety
3. Hodson, Judith Nurse Assistant/Home Health Aide
4. Hoebink, Robert Computer Applications
5. Keele, Kevin Fashion Merchandising
6. Kurnarsky, Larry Animation & Digital Photography
7. Sunwaye, Lisa Retail Sales CVR
8. Swendell, Vance Culinary Arts
9. White, Marcos Sports Medicine/Sports Therapy

**E. Additional 20% Assignments – High School**

Effective January 28, 2009 through June 19, 2009 at additional 20% of current pay rate

1. Adkins, Kathi
2. Beckendorf, Wendy
3. Chapman, Jonathan
4. Diaz, Carina
5. Ficek, Zachary
6. Gomyo, Chiaki
7. Gyepes, Kendra
8. Laetz, Diane
9. Macdonald, Doris
10. Minguet, William
11. Montero, Jose
12. Mullen, Leona
13. Nolan, Kelly
14. Northington, Patricia
15. Schueler, Susan
16. van den Berg, Barby
17. Yokogawa, Valerie
18. Zager, Howard

BOARD REPORT

9.4 Certificated Personnel Services Report No. 10 – Page 2

I. Authorization and Ratification of Employment – continued

F. Extra Assignment - Specialized Academic Instruction  
Effective December 8, 2008 through June 19, 2008 at \$35.00 per hour, increased to six hours per week. Previously approved at 5 hours per week on October 28, 2008.

1. Keller, Shannon

G. Extra Assignment – Home Teacher  
Effective January 5, 2009 at \$39.13 per hour, as needed

1. Deb, Anjali

H. Extra Assignment – El Marino, FLAP Grant Support  
Effective January 6, 2009 through March 30, 2009 at \$35.00 per hour, not to exceed 3.5 hours

1. Ezaki, Satomi
2. Miyagishima, Junko
3. Nagumo, Noriko

I. Extra Assignment – Middle School, After School Program  
Effective January 12, 2009 through April 3, 2009 at \$35.00 per hour, not to exceed 2 hours per week

1. Delaney, Sarah
2. Newbaker, Kathy
3. Scott, Gloria
4. Washington, Joseph David

J. Extra Assignment – El Marino, FLAP Grant Support  
Effective January 28, 2009 through June 26, 2009 at \$35.00 per hour

- |                     |                        |
|---------------------|------------------------|
| 1. Horiba, Alice    | Not to exceed 10 hours |
| 2. Niimura, Hitomi  | Not to exceed 10 hours |
| 3. Omuro, Mitsuko   | Not to exceed 19 hours |
| 4. Sekiguchi, Saori | Not to exceed 6 hours  |
| 5. Yamakawa, Mike   | Not to exceed 6 hours  |

K. Extra Assignment – Linwood Howe, Prepare and Facilitate “Math Facts” Parent Workshop  
Effective February 4, 2009 at \$35.00 per hour, not to exceed 2 hours

1. Kita, Colleen
2. Schnauss, Lisa
3. Tokunaga, Carrie
4. Ward, Sue Swoffer

**BOARD REPORT**

**9.4 Certificated Personnel Services Report No. 10 – Page 3**

**II. Resignations**

- |    |   |  |
|----|---|--|
| 1. | Dickinson, Melinda<br>Farragut Elementary | Effective June 20, 2009<br>For retirement      |
| 2. | McCleary, Karen<br>High School            | Effective June 20, 2009<br>For retirement      |
| 3. | Salter, Thomas<br>Head Football Coach     | Effective January 23, 2009<br>Personal reasons |

RECOMMENDED MOTION: That approval be granted for Certificated Personnel Services Report No. 10

Moved by:

Seconded by:

Vote:





## BOARD REPORT

### 9.5 Classified Personnel Services Report No. 10

#### I. Authorization, Approval & Ratification of Employment

##### A. Adult School Lecturers

1. Dreyer, Alison  
Temporary Adult School Lecturer  
Adult School  
Effective January 5, 2009  
Hourly, as needed
2. Nicholas, Chani  
Temporary Adult School Lecturer  
Adult School  
Effective January 8, 2009  
Hourly, as needed
3. Rochelle-Levy, Paulette  
Temporary Adult School Lecturer  
Adult School  
Effective January 20, 2009  
Hourly, as needed

##### B. Coaches

1. Cveyich, Elizabeth  
Temporary Assistant Girl's Soccer Coach  
High School  
Effective November 20, 2008 through  
February 15, 2009  
Stipend of \$500.00

##### C. Student Helpers

1. Gazairy, Amar  
Student Helper – Workability  
Location outside of District  
Effective January 13, 2009  
Hourly, as needed
2. MacNicoll, Juliann  
Student Helper – Workability  
Location outside of District  
Effective January 6, 2009  
Hourly, as needed

BOARD REPORT

9.5 Classified Personnel Services Report No. 10 – Page 2

II. Authorization, Approval & Ratification of Change of Assignments

1. Perez-Ocejo, Araceli  
Promotion via Classified Interviews:  
From: Substitute Instructional Assistant  
Hourly, as needed  
To: Instructional Assistant  
3.5 hours per day, school year  
Effective January 5, 2009  
Range 12
  
2. Kienzle, Rosmarie  
Promotion via Classified Interviews:  
From: Instructional Assistant –  
Special Education  
3.9 hours per day, school year  
To: Instructional Assistant –  
Special Education IIA  
3.5 hours per day, school year  
Effective November 24, 2008  
Range 16

III. Authorization, Approval & Ratification of Revision Previously approved on Board Report #8:  
12/09/08

A. Management

1. Yant, Ted  
Security Supervisor – Probationary  
Security – 8 hours per day, 11 months per year  
From: Effective December 10, 2008  
To: Effective January 12, 2009  
Supervisory Salary Schedule

IV. Authorization, Approval & Ratification of Resignations

1. Fletcher Dickerson, Tanisha  
Instructional Assistant–Special Education IIA  
Middle School  
5 hours per day, school year  
Resignation-Personal  
Effective January 13, 2009  
Range 16
  
2. Neflas, Gail  
Clerk Typist II  
Adult School  
4 hours per day, 10 months per year  
Retirement  
Effective, July 27, 2009  
Range 17

**BOARD REPORT**

**9.5 Classified Personnel Services Report No. 10 – Page 3**

IV. Authorization, Approval & Ratification of Resignations (continued)

- |    |                      |  |
|----|----------------------|--|
| 3. | Longenbaugh, Richard | School Custodian<br>High School<br>8 hours per day, 12 months per year<br>Retirement<br>Effective, June 30, 2009<br>Range 16 |
|----|----------------------|--|

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 10

Moved by:

Seconded by:

Vote:



## BOARD REPORT

1/27/09

10.1

### 10.1 Spotlight on Education – Farragut Elementary School

Each month throughout the school year a different school is featured through Spotlight on Education. This month, teacher Patty Eskridge and students will present the Farragut Advanced Bell Ringers music program. The Bell Ringers music program is supported through a grant from the Education Foundation.



**12.1 2007-2008 Independent Audit Report**

The State of California requires an independent audit of each school district to be conducted annually. In keeping with this requirement, the 2007-2008 audit report is being presented by the certified public accounting firm of Nigro Nigro & White, PC.

The report prepared by the firm expresses an opinion of the financial condition of the District using generally accepted accounting and auditing standards as set forth by the Comptroller General of the United States. Comment findings and associated responses for both the current and prior year are located in the Findings and Recommendations Section of the report. The report is provided under separate cover.

**12.2 Enrollment Report**

The attached report displays enrollment information for the third and fourth months of the 2008-2009 school year. The report is presented in two formats: a monthly detail and a summary comparison.

The first report shows total K-12 site enrollment by grade level on the last day of a specific four-week period. These reporting periods are categorized as 1<sup>st</sup> School Month through 12<sup>th</sup> School Month and rarely coincide with calendar months. This report also lists enrollment totals in the Adult School and State Preschool Program.

The second report is a comparative document that shows the current year's monthly enrollment and the previous year's enrollment for each K-12 site location.



**Culver City Unified School District**  
**Enrollment for the 3rd School Month (10/20/08 - 11/14/08)**  
**2008 - 2009**

<b>ELEMENTARY</b>	<b>El Marino</b>	<b>El Rincon</b>	<b>Farragut</b>	<b>La Ballona</b>	<b>Linwood Howe</b>	<b>Ind. Study</b>	<b>Total</b>
<b>K</b>	119	78	80	100	80	0	457
<b>1</b>	120	78	75	78	79	0	430
<b>2</b>	117	80	80	60	75	1	413
<b>3</b>	120	82	82	80	78	0	442
<b>4</b>	117	77	81	92	74	1	442
<b>5</b>	114	87	87	89	79	0	456
<b>Spec Class</b>	0	6	5	0	24	0	35
<b>Elementary Total</b>	<b>707</b>	<b>488</b>	<b>490</b>	<b>499</b>	<b>489</b>	<b>2</b>	<b>2675</b>

<b>SECONDARY</b>	<b>Middle School</b>	<b>High School</b>	<b>Culver Park</b>	<b>Ind. Study</b>	<b>Total</b>
<b>6</b>	508			1	509
<b>7</b>	484			1	485
<b>8</b>	507			4	511
<b>9</b>		618	0	7	625
<b>10</b>		604	3	8	615
<b>11</b>		513	32	17	562
<b>12</b>		512	39	21	572
<b>Spec Class</b>	31	43	0	0	74
<b>Secondary Total</b>	<b>1530</b>	<b>2290</b>	<b>74</b>	<b>59</b>	<b>3953</b>

<b>Total K-12 Enrollment</b>	<b>6628</b>
------------------------------	-------------

**PRESCHOOL**

<b>Linwood Howe</b>	<b>El Marino</b>	<b>El Rincon</b>	<b>Farragut</b>	<b>La Ballona</b>	<b>CEE</b>	<b>Total</b>
45	16	35	8	88	97	289

**ADULT SCHOOL**

<b>Adult Basic Education</b>	<b>ESL</b>	<b>Citizenship</b>	<b>Adults with Disabilities</b>	<b>Voc. Education</b>	<b>Older Adults Prog</b>	<b>High School Subjects</b>	<b>Total</b>
198	806	12	19	201	1147	238	2621

Notes:

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 238 students enrolled in high school subjects, 48 concurrently attend high school

**Culver City Unified School District**  
**Enrollment for the 4th School Month (11/17/08 - 12/12/08)**  
**2008 - 2009**

<b>ELEMENTARY</b>	<b>El Marino</b>	<b>El Rincon</b>	<b>Farragut</b>	<b>La Ballona</b>	<b>Linwood Howe</b>	<b>Ind. Study</b>	<b>Total</b>
<b>K</b>	120	80	79	99	78	0	456
<b>1</b>	119	77	75	74	79	0	424
<b>2</b>	117	79	80	58	76	1	411
<b>3</b>	119	82	82	79	78	0	440
<b>4</b>	116	76	81	91	72	1	437
<b>5</b>	114	87	88	90	80	0	459
<b>Spec Class</b>	0	6	5	0	24	0	35
<b>Elementary Total</b>	<b>705</b>	<b>487</b>	<b>490</b>	<b>491</b>	<b>487</b>	<b>2</b>	<b>2662</b>

<b>SECONDARY</b>	<b>Middle School</b>	<b>High School</b>	<b>Culver Park</b>	<b>Ind. Study</b>	<b>Total</b>
<b>6</b>	507			1	508
<b>7</b>	484			1	485
<b>8</b>	503			4	507
<b>9</b>		618	0	8	626
<b>10</b>		607	4	8	619
<b>11</b>		515	33	18	566
<b>12</b>		514	38	19	571
<b>Spec Class</b>	31	43	0	0	74
<b>Secondary Total</b>	<b>1525</b>	<b>2297</b>	<b>75</b>	<b>59</b>	<b>3956</b>

<b>Total K-12 Enrollment</b>	<b>6618</b>
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**PRESCHOOL**

<b>Linwood Howe</b>	<b>El Marino</b>	<b>El Rincon</b>	<b>Farragut</b>	<b>La Ballona</b>	<b>CEE</b>	<b>Total</b>
44	16	37	8	88	97	290

**ADULT SCHOOL**

<b>Adult Basic Education</b>	<b>ESL</b>	<b>Citizenship</b>	<b>Adults with Disabilities</b>	<b>Voc. Education</b>	<b>Older Adults Prog</b>	<b>High School Subjects</b>	<b>Total</b>
166	697	8	18	176	1119	229	2413

**Notes:**

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 229 students enrolled in high school subjects, 42 concurrently attend high school

**Culver City Unified School District**  
**Enrollment Comparison**  
**07-08 vs 08-09**

ELEMENTARY	1st		2nd		3rd		4th		5th	
	School Month		School Month		School Month		School Month		School Month	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
El Marino	696	707	700	707	701	707	696	705	708	
El Rincon	494	486	496	489	496	488	497	487	495	
Farragut	494	490	497	491	498	490	499	490	494	
La Ballona	486	498	484	500	487	499	487	491	486	
Linwood Howe	488	486	489	490	493	489	490	487	489	
Ind. Study	0	2	0	2	0	2	2	2	2	
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
<b>Elementary Total</b>	<b>2658</b>	<b>2669</b>	<b>2666</b>	<b>2679</b>	<b>2675</b>	<b>2675</b>	<b>2671</b>	<b>2662</b>	<b>2674</b>	<b>0</b>

SECONDARY	1st		2nd		3rd		4th		5th	
	School Month		School Month		School Month		School Month		School Month	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
Middle School	1579	1526	1583	1531	1586	1530	1582	1525	1577	
High School	2198	2310	2192	2302	2184	2290	2168	2297	2177	
Culver Park	68	76	67	75	66	74	70	75	68	
Ind. Study	54	48	56	51	57	59	62	59	62	
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
<b>Secondary Total</b>	<b>3899</b>	<b>3960</b>	<b>3898</b>	<b>3959</b>	<b>3893</b>	<b>3953</b>	<b>3882</b>	<b>3956</b>	<b>3884</b>	<b>0</b>

<b>K-12 Total</b>	<b>6557</b>	<b>6629</b>	<b>6564</b>	<b>6638</b>	<b>6568</b>	<b>6628</b>	<b>6553</b>	<b>6618</b>	<b>6558</b>	<b>0</b>
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## BOARD REPORT

1/27/09

12.3

### 12.3 Advanced Placement Presentation

Information on Advanced Placement classes at Culver City High School will be presented by Principal Pam Magee and Assistant Principal Michael Marcos. College Board requirements and policies related to the program will be addressed.

**BOARD REPORT**

**1/27/09**

**14.2a**

**14.2a Approval is Recommended for the Second Reading and Adoption of Revised Board Policy 5137 – Students, Positive School Climate**

It is recommended practice that the Board of Education regularly review Board Policies/Administrative Regulations that are significant to the operation of the district. A revised Board Policy on Students, Positive School Climate is being presented for second reading and adoption.

**RECOMMENDED MOTION:** That the Board approves and adopts the Revised Board Policy 5137 – Students, Positive School Climate.

Moved by:

Seconded by:

Vote:

## POSITIVE SCHOOL CLIMATE

The Governing Board desires to enhance student learning by providing provide an orderly, caring, and nurturing educational and social environment nondiscriminatory learning environment in which all students can feel comfortable safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships between fellow students or coworkers, between management and employees, between staff and students, and among parents/guardians, volunteers, visitors, staff, and students.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

(cf. 3515 – Campus Security)

(cf. 3515.2 Disruptions)

(cf. 5030 – Student Wellness)

(cf. 5131.4 – Student Disturbances)

(cf. 5132 – Dress and Grooming)

(cf. 5142 – Safety)

(cf. 5144 – Discipline)

(cf. 5145.2 – Freedom of Speech/Expression: Publications Code)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

Note: As amended by AB 2543 (Ch. 1198, Statutes of 1994), Education Code 44806 encourages teachers to promote harmonious relations and an environment free from discrimination in order to prevent acts of hate violence.

All staff, volunteers, visitors and parents/guardians are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student, parent/guardian, volunteer and staff member. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 – Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 – Comprehensive Safety Plan)

(cf. 3513.3 – Tobacco-Free Schools)

(cf. 4020 – Drug and Alcohol-Free Workplace)

(cf. 5131 – Conduct)

(cf. 5131.1 – Bus Conduct)

(cf. 5131.6 – Alcohol and Drugs)

(cf. 5131.7 – Weapons and Dangerous Instruments)

(cf. 5136 – Gangs)

(cf. 5144 – Discipline)

(cf. 5144.1 – Suspension and Expulsion/Due Process)

## POSITIVE SCHOOL CLIMATE (Continued)

(cf. 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 – Freedom of Speech/Expression)

(cf. 5145.7 – Sexual Harassment)

(cf. 5145.9 – Hate-Motivated Behavior)

The Board encourages staff to teach students the meaning The district's curriculum shall include age-appropriate character education which includes, but is not limited to, principles of equality, human dignity, and mutual respect, fairness, honesty, and citizenship. Teachers are encouraged and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The district shall provide instruction and counseling designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias, and show them how to deal with discriminatory behavior in appropriate ways.

(cf. 5131.9 – Academic Honesty)

(cf. 6141 – Curriculum Development and Evaluation)

(cf. 6141.6 – Multicultural Education)

(cf. 6142.3 – Civic Education)

(cf. 6142.4 – Service Learning/Community Service Classes)

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

The Superintendent or designee may initiate develop other strategies to enhance students' feelings of connectedness with the schools, such as student courts, campus beautification projects, buddy systems, vandalism prevention campaign, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and the encouragement of strong family and community involvement in the schools and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

(cf. 1240 – Volunteer Assistance)

(cf. 5126 – Awards for Achievement)

(cf. 5131.5 – Vandalism, Theft and Graffiti)

(cf. 5148.2 – Before/After School Programs)

(cf. 6020 – Parent Involvement)

(cf. 6145 – Extracurricular and Cocurricular Activities)

(cf. 6145.5 – Student Organizations and Equal Access)

(cf. 5131.4 – Campus Disturbances)

(cf. 5136 – Gange)

(cf. 6142.4 – Learning through Community Service)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

POSITIVE SCHOOL CLIMATE (Continued)

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills.

(cf. 5138 – Conflict Resolution/Peer Mediation)

(cf. 6164.2 – Guidance/Counseling Services)

Staff shall receive training that implements and supports **professional development designed to improve classroom management**, conflict resolution techniques, and **communications with students and parents/guardians including persons of diverse backgrounds**. ~~training in conflict resolution techniques shall be available to parents/guardians and volunteers.~~

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

Legal Reference:

EDUCATION CODE

233-233.8 Hate violence prevention

32230-32239 School violence reduction program

32280-32289 School safety plans

32295.5 Teen court programs

35160 Authority of governing boards

35160.1 Broad authority of school districts

44806 Duty concerning instruction of students

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

Management Resources

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Learning Support: <http://www.cde.ca.gov/ls>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/offices/OESE/SDFS>



Students

BP 5137(d)

POSITIVE SCHOOL CLIMATE (Continued)

Policy

Adopted: February 3, 1998

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

Policy

Reviewed: January 13, 2009

Policy

Reviewed and Adopted: January 27, 2009



## BOARD REPORT

1/27/09

14.2b

**14.2b Approval is Recommended for the Third Reading and Adoption of Revised Board Policy/Administrative Regulation 1250 – Community Relations, Visitors**

It is recommended practice that the Board of Education regularly review Board Policies/Administrative Regulations that are significant to the operation of the district. A new Board Policy/Administrative Regulation on Community Relations, Visitors is now being presented for a third reading and adoption.

RECOMMENDED MOTION: That the Board approves and adopts the new Board Policy/Administrative Regulation 1250 – Community Relations, Visitors.

Moved by:

Seconded by:

Vote

VISITORS/OUTSIDERS

The Governing Board encourages parents/guardians and interested members of the community to visit the schools and view the educational program.

The Superintendent or designee shall invite parents/guardians and the community to open house activities and other special events.

To ensure minimum interruption of the instructional program, **visits during school hours should be arranged 24 hours in advance with the teacher, principal, administrator or designee of District facilities. The teacher and principal will determine whether proposed times and length for visitation or observation may be disruptive of instruction or not in the best interest of students. A parent-requested classroom observation is limited to 20 minutes.** ~~the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and/or principal or designee. If a conference is desired, an appointment should be set with the teacher during non-instructional time.~~

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall identify themselves to the principal or designee upon entering the school grounds. **The principal or designee may refuse to register or may revoke the registration of any visitor if he/she reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees.**

All visitors shall register ~~in accordance with law~~ immediately upon entering any school building or grounds when school is in session, ~~and visitor badges shall be worn by all visitors while on campus.~~

~~(Penal Code 627.2)~~

~~(cf. 3515.2 – Disruptions)~~

For purposes of school safety and security, the principal or designee shall design for his/her site a visible means of identification for visitors while on school premises.

**Visitor badges shall be worn by all visitors while on campus.**

No electronic listening or recording device may be used in a classroom, or any other areas of the campus, without the teacher's and principal's permission.

**The Board of Education believes all employees should have the opportunity to carry out their duties and interactions with the public in a professional manner. The Board affirms that employees, volunteers, and students should not be subjected to abusive behavior. Abusive behavior is defined as the use of obscenities, yelling, or defamatory language, the use of any threatening words or phrases, or the use of any threatening behavior to intimidate or otherwise berate employees, volunteers, and students.**

**This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain a safe workplace for students and staff. The District seeks public cooperation with this endeavor.**

**When a visitor acts in an abusive manner towards employees, volunteers or students, the following steps shall be followed:**

1. **In a professional manner, district employees shall remind individuals who may be exhibiting abusive behavior that they may not exhibit such behavior.**
2. **If the individual does not conform his/her behavior when reminded, the district employee shall terminate the meeting, conference, or telephone conversation. If the meeting or conference is on district premises, the offending party will be asked to leave. The employee shall immediately notify his/her supervisor of the incident, and if requested, provide a written report of the incident.**
3. **If an individual refuses to leave upon request or returns before the applicable period of time, the principal or designee may notify district security, law enforcement personnel and/or Superintendent's designee.**
4. **The principal shall consult with the Superintendent's designee concerning what additional legal remedies may be warranted to protect the employee on the basis of the specific facts and circumstances of the disruption.**

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting

32211 Threatening disruption or interference with classes; misdemeanor

**32212 Classroom interruptions**

35160 Authority of governing boards

35292 Visits to schools (board members)

44810 Willful interference with classroom conduct

44811 Disruption of classwork or extracurricular activities

51512 Prohibited use of electronic listening or recording device

PENAL CODE

~~626-626.10~~ Schools

~~627.1~~ Definitions

~~627.2~~ Necessity of registration by outsider

Evidence Code

~~1070~~ Refusal to disclose news source

VISITORS/OUTSIDERS (continued)

BP 1250(c)

ATTORNEY GENERAL OPINIONS  
95 Ops.Cal.Atty.Gen. 509(1996)

Policy  
adopted: April 1, 1997

CULVER CITY UNIFIED SCHOOL DISTRICT  
Culver City, California

Policy  
Reviewed: December 9, 2008

Policy  
Reviewed: January 13, 2009

Policy  
Reviewed and Adopted: January 27, 2009

VISITORS/OUTSIDERS

**Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.**

**Visitor Registration**

Any person other than the following is considered a visitor and is required to register upon entering school premises.

1. A student of the school, unless currently under suspension **or expelled from the district.**
2. A district ~~officer~~ or employee.
3. A ~~school district~~ **public** employee, contractor or service employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request.

**Registration Procedure**

**In order to register, except on public election day, a visitor shall upon request furnish the principal or designee the following information:**

1. **His/her name, address and occupation**
2. **His/her age, if less than 21**
3. **His/her purpose for entering school grounds**
4. **Proof of identity**

**Refusal or Revocation of Registration**

1. **The principal or designee may refuse to register any visitor if he/she reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke a visitor's registration if he/she has a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff.**

**(cf. 3515.2 – Disruptions)**

2. The principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the visitor that if he/she re-enters the school within seven days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment.

Appeal Procedure

~~Any person who is asked to leave a public school building or grounds may appeal to the Superintendent or designee in writing. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. The Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding upon both parties.~~

Any person who is denied registration or whose registration is revoked may request a hearing before the principal or Superintendent on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the principal or the Superintendent within five days after the denial or revocation. The principal or Superintendent shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the principal shall be held within seven days after the principal receives the request. A hearing before the Superintendent shall be held within seven days after the Superintendent receives the request.

Any person who is requested to leave a public school building or school grounds may appeal to the Superintendent of the school district in which the public school is located. That appeal shall be made not later than the second succeeding school day after the person has departed from the public school building or public school grounds. The Superintendent shall, after reviewing the matter with the principal, or the designee of the principal, and the person seeking ingress to the public school during school hours, render his or her decision within 24 hours after the appeal is made, and the decision shall be binding upon both parties. A decision of the Superintendent may be appealed by the person seeking ingress to the public school during public school hours to the governing board of the school district in which the public school is located. That appeal shall be made not later than the second succeeding school day after the Superintendent has rendered his or her decision. The governing board of the school district shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting, and the decision of the governing board shall be final. (Education Code §32211(c))

(cf. 1312.1 – Complaints Concerning District Employees.)



**Response to Violations of BP 1250 and BP 1313**

**The appropriate response to violations of Board Policy 1250 and Board Policy 1313 is determined by the administrator in charge in consultation with the employee. The following progressive steps are guidelines only. Depending upon the type and severity of the conduct involved, any step in the process may be repeated or omitted, as appropriate. Questions as to whether a parent/guardian or community member's conduct should be addressed pursuant to this regulation should be directed to the administrator in charge.**

**1. Oral Warning**

**In the event of a violation such as those identified below, the individual will receive an oral warning from the school administrator or his/her designee. If the administrator is the victim of a violation, the Superintendent or designee will conduct the warning.**

**a. Examples of infractions that would warrant an oral warning:**

**(1) A visitor entering a classroom or any school area without prior appointment or checking in at the office.**

**(2) A visitor who becomes disruptive to classroom or school operations while on school property.**

**(3) A visitor who becomes verbally abusive to a teacher, staff member, or student while on school property.**

**(4) A person who makes frequent inappropriate, unnecessary, or disruptive telephone calls to the school, district office, or home of staff members.**

**b. Procedure for oral warning:**

**(1) A conference will be scheduled with the individual and the administrator or the immediate supervisor of the employee involved.**

**(2) The administrator/supervisor conducting the conference will keep a written record of the conference.**

**(3) The Superintendent or designee is informed in writing of the infraction, the conference, and any necessary follow-up information.**

**2. Written Warning**

**a. Examples of infractions that would warrant a written warning:**

(1) Repeated conduct described in 1(a), after one oral warning has been given.

(2) A person verbally or physically disrupts a class, assembly, meeting, or school site.

(3) A person hinders a school employee from performing his/her work.

(4) A person uses inappropriate language or gestures toward a teacher, staff member, or student.

b. Procedure for written warning:

(1) The administrator, Superintendent or designee, sends a letter to the person by certified mail.

(2) The letter specifies the date, place, and approximate time of the conduct, provides a description of the conduct and its disruptive or distressing result, and includes a copy of Board Policy 1250. The letter also directs the parent/guardian or community member not to engage in such conduct in the future, and cautions that further conduct of a disruptive nature will not be tolerated.

3. Written Stay-Away Order

a. Examples of infractions that would warrant a stay-away order:

(1) A visitor enters school or district property without lawful business, interferes with the peaceful conduct of school activities, and refuses to leave or re-enters after being requested to leave the premises.

(2) The administrator or designee has reasonable cause to believe a visitor intends or has willfully disrupted the orderly operation of the school or facility.

(3) A person/visitor threatens an administrator, employee, or student by telephone or on school property.

b. Procedure for stay-away order

(1) The Superintendent or designee, in consultation with district legal counsel, sends a letter to the person by certified mail, advising the person of the conduct resulting in the stay-away order and directing the person not to enter school property.

(2) A copy of the letter is sent to the local law enforcement agency and to the administrator.

(3) The administrator informs appropriate employees, such as campus security, that the individual's permission to enter the campus has been withdrawn.

(4) Re-entry to campus property prior to the expiration of the order is documented, and local law enforcement is notified. (Such re-entry during this period is a misdemeanor.)

4. Restraining Order Through Superior Court

A restraining order may be sought, with the assistance of legal counsel, only under specific circumstances. The restraining order is not an automatic step in progressive application of this regulation, but is a response to particular conduct as provided by law.

a. Conduct that would warrant seeking a restraining order:

(1) A person/visitor engages in harassment of a specific person, consisting of violence, credible threat of violence, or a course of conduct that causes substantial emotional distress to the person at whom it is directed.

(2) If the District and legal counsel agree, legal counsel prepares paperwork to seek a temporary restraining order from the Superior Court. Such paperwork may include sworn declarations from the district employees or other witnesses involved.

(3) If the court grants the temporary restraining order, legal counsel will consult with the District as to whether to seek a permanent injunction for up to three years. Seeking a permanent injunction may require the presence and testimony of district witnesses in court to support the request.

(4) If the injunction is granted by the court, district legal counsel serves the defendant with a copy of the injunction, and provides a copy to local law enforcement. The District is responsible for providing copies of the injunction to school sites, as appropriate.

(5) The decision to grant or deny an injunction is made by the court; therefore, there is no guarantee an injunction will be granted. However, denial of an injunction does not prevent the District from addressing conduct through one of the other steps listed above.

Legal Reference:

EDUCATION CODE

35160 Authority of Governing Boards

Regulation

Reviewed: April 1, 1997

Regulation

Reviewed: December 9, 2008

Regulation

Reviewed: January 13, 2009

Regulation

Reviewed and Adopted: January 27, 2009

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California



**BOARD REPORT**

1/27/09

14.2c

**14.2c Approval is Recommended for Resolution #8: Mandated Cost Claim Settlement: Special Education Behavioral Intervention Plan (Hughes Bill) for Culver City Unified School District**

Approval of this Resolution is required as part of the agreement resulting from a settlement reached with the state of California in a matter related to legislation known as the Hughes Bill. This Bill requires that Special Educators assessing exceptional behaviors resulting from the Hughes Bill complete the process in a prescribed manner resulting in practices exceeding Federal Regulations under the Individuals with Disabilities Education Act. The settlement provides for an ongoing increase to special education funding and retroactive reimbursement to school districts, county offices of education, and special education local plan areas (SELPA), collectively Local Education Agencies (LEA) for general fund use, contingent on LEA approval.

**RECOMMENDED MOTION:**

That the Board approves Resolution #8 Mandated Cost Claim Settlement: Special Education Behavioral Intervention Plan (Hughes Bill) for Culver City Unified School District.

Moved by:

Seconded by:

Vote:

**APPROVAL OF BEHAVIORAL INTERVENTION PLANS [HUGHES BILL]  
MANDATED COST CLAIM SETTLEMENT AND AGREEMENT  
TO WAIVE FUTURE CLAIMS**

**WHEREAS**, the Commission on State Mandates ("the Commission"), in a test claim known as the Behavioral Intervention Plans [Hughes Bill] Mandated Cost Claim, has determined that, since 1993, there are unfunded state mandates exceeding the federal requirements in the following seven (7) components of the Hughes Bill Statute and Regulations (California Education Code section 56523 and California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052): special education local plan area ("SELPA") plan requirements, development and implementation of behavioral intervention plans, functional analysis assessments, modifications and contingent behavioral intervention plans, development and implementation of emergency interventions, prohibited behavioral intervention plans, and due process hearings;

**WHEREAS**, these state mandates remain required components of the Hughes Bill Statute and Regulations;

**WHEREAS**, final claiming instructions for the Behavioral Intervention Plans Mandated Cost Claim were never adopted by the Commission due to various disputes that arose with the State;

**WHEREAS**, the State's Department of Finance disputes that any of the identified Behavioral Intervention Plans Mandated Cost Claim mandates qualify for state reimbursement because it contends they are required by federal law, and therefore the State has filed a lawsuit with the Sacramento Superior Court, case No. 03CS01432, to contest the Commission's decision in the Behavioral Intervention Plans Mandated Cost Claim;

**WHEREAS**, the Test Claimants believe that the identified mandates require new programs and increased levels of service in excess of federal law, and are therefore unfunded state mandates, and therefore the Test Claimants oppose the court action filed by the State challenging the Commission's decision;

**WHEREAS**, this litigation could thwart resolution of these matters for a number of years;

**WHEREAS**, to avoid the cost and uncertainty of further litigation, to alleviate the uncertainty regarding the Hughes Bill Statute and Regulations funding, and to expedite the resolution of this long-pending mandate claim, the State and the Test Claimants ("Parties") have determined to compromise and settle the claims set forth in the Behavioral Intervention Plans Mandated Cost Claim;

**WHEREAS**, the Parties have negotiated a settlement agreement ("Agreement"), which provides \$520 million as general fund reimbursement for past costs associated with the Hughes Bill Statute and Regulations, allocated as follows:

- \$510 million to school districts based on 2007-08 P-2 average daily attendance ("ADA") (about \$14.85 per ADA annually for six years, beginning in 2011-12, or for a lesser period at the State's discretion should the State choose to accelerate payment of such reimbursement);
- \$1.5 million to county offices of education in 2009-10 based on December 2007 county special education pupil count, about \$35.06 per pupil, with no county office of education receiving less than \$5,000;
- \$6 million to SELPAs in 2009-10 based on December 2007 special education pupil count, about \$8.85 per pupil, with no SELPA receiving less than \$10,000; and
- \$2.5 million in 2009-10 for administrative costs incurred in pursuing the Claim;

**WHEREAS**, the settlement further provides \$65 million as a permanent increase to the AB 602 funding base for special education programs and services beginning in 2009-10, resulting in each SELPA's funding rate increasing by about \$10.92 per ADA, with this amount increasing by the cost of living adjustment and ADA growth in subsequent years;

**WHEREAS**, by approving this settlement the Culver City USD School District will receive approximately \$ 569,159.82 [total] in discretionary funding for retroactive reimbursement, \$ 94,859.97 [amount of installment] over six-years in equal installments [districts only], unless the State, in its discretion, accelerates payment of such reimbursement, and the Tri-City SELPA will receive approximately \$ 23,788.84 in discretionary funding for retroactive reimbursement;

**WHEREAS**, the Culver City Unified School District and SELPA, in exchange for the foregoing financial settlement, must waive rights to file any further mandate claims arising from the Hughes Bill Statute and Regulations, or to benefit from any new Hughes Bill Statute and Regulations claims filed, unless the Hughes Bill Statute and Regulations change;

**WHEREAS**, if for some reason the settlement process is not completed, the Waiver will not take effect;

**WHEREAS**, the Governing Board of the Culver City Unified School District also serves as the Governing Board of the Tri-City SELPA;

**WHEREAS**, the Governing Board of the Culver City Unified School District and SELPA has reviewed the Notice to LEAs Re: Pending Settlement of the Behavioral Intervention Plans [Hughes Bill] Mandated Cost Claim and the required Waiver: and

**WHEREAS**, the District and SELPA administrative staff, having reviewed the terms of the pending settlement, recommends that the Governing Board approve the settlement and agree to waive rights to file mandated cost claims arising from the Hughes Bill Statute and Regulations in the future or to benefit from such claims unless the Hughes Bill Statute and Regulations change;

**NOW THEREFORE, BE IT RESOLVED**, the Governing Board of the Culver City Unified School District, sitting also as the Governing Board of the SELPA, approves the terms of the pending settlement of the Behavioral Intervention Plans Mandated Cost Claim, agrees to waive its rights regarding claims as set forth in the attached Waiver both with respect to the school district and with respect to the SELPA, and authorizes the Superintendent [or Associate/Assistant Superintendent (as appropriate)] to sign the required Waiver on behalf of both entities and to deliver it as requested by no later than February 28, 2009, and to complete any other administrative task necessary to effectuate this decision.

Passed and adopted by the Governing Board of the Culver City Unified School District and of the Tri-City SELPA on January 27 (date) 2009, by the following vote:

Ayes: \_\_\_\_\_

Noes: \_\_\_\_\_

Absent: \_\_\_\_\_

\_\_\_\_\_  
President, Governing Board    Jessica Beagles-Roos, Ph.D.

\_\_\_\_\_  
School District and SELPA    Dr. Myrna Rivera Coté, Superintendent

\_\_\_\_\_  
County, California

Attested by: \_\_\_\_\_  
Secretary to the Board



## BOARD REPORT

1/27/09

14.2d

**14.2d Approval is Recommended for Resolution #9: Mandated Cost Claim Settlement: Special Education Behavioral Intervention Plan (Hughes Bill) for Tri-City SELPA**

Approval of this Resolution is required as part of the agreement resulting from a settlement reached with the state of California in a matter related to legislation known as the Hughes Bill. This Bill requires that Special Educators assessing exceptional behaviors resulting from the Hughes Bill complete the process in a prescribed manner resulting in practices exceeding Federal Regulations under the Individuals with Disabilities Education Act. The settlement provides for an ongoing increase to special education funding and retroactive reimbursement to special education local plan areas (SELPA), collectively Local Education Agencies (LEA) for general fund use, contingent on LEA approval. The Tri-City SELPA consists of Culver City Unified School District, Santa Monica-Malibu Unified School District and Beverly Hills Unified School Districts, of which Culver City Unified School District is the Administrative Unit (AU).

**RECOMMENDED MOTION:**

That the Board approves Resolution #9: Mandated Cost Claim Settlement: Special Education Behavioral Intervention Plan (Hughes Bill) for Tri-City SELPA.

Moved by:

Seconded by:

Vote:

**APPROVAL OF BEHAVIORAL INTERVENTION PLANS [HUGHES BILL]  
MANDATED COST CLAIM SETTLEMENT AND AGREEMENT  
TO WAIVE FUTURE CLAIMS**

**WHEREAS**, the Commission on State Mandates ("the Commission"), in a test claim known as the Behavioral Intervention Plans [Hughes Bill] Mandated Cost Claim, has determined that, since 1993, there are unfunded state mandates exceeding the federal requirements in the following seven (7) components of the Hughes Bill Statute and Regulations (California Education Code section 56523 and California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052): special education local plan area ("SELPA") plan requirements, development and implementation of behavioral intervention plans, functional analysis assessments, modifications and contingent behavioral intervention plans, development and implementation of emergency interventions, prohibited behavioral intervention plans, and due process hearings;

**WHEREAS**, these state mandates remain required components of the Hughes Bill Statute and Regulations;

**WHEREAS**, final claiming instructions for the Behavioral Intervention Plans Mandated Cost Claim were never adopted by the Commission due to various disputes that arose with the State;

**WHEREAS**, the State's Department of Finance disputes that any of the identified Behavioral Intervention Plans Mandated Cost Claim mandates qualify for state reimbursement because it contends they are required by federal law, and therefore the State has filed a lawsuit with the Sacramento Superior Court, case No. 03CS01432, to contest the Commission's decision in the Behavioral Intervention Plans Mandated Cost Claim;

**WHEREAS**, the Test Claimants believe that the identified mandates require new programs and increased levels of service in excess of federal law, and are therefore unfunded state mandates, and therefore the Test Claimants oppose the court action filed by the State challenging the Commission's decision;

**WHEREAS**, this litigation could thwart resolution of these matters for a number of years;

**WHEREAS**, to avoid the cost and uncertainty of further litigation, to alleviate the uncertainty regarding the Hughes Bill Statute and Regulations funding, and to expedite the resolution of this long-pending mandate claim, the State and the Test Claimants ("Parties") have determined to compromise and settle the claims set forth in the Behavioral Intervention Plans Mandated Cost Claim;

**WHEREAS**, the Parties have negotiated a settlement agreement ("Agreement"), which provides \$520 million as general fund reimbursement for past costs associated with the Hughes Bill Statute and Regulations, allocated as follows:

- \$510 million to school districts based on 2007-08 P-2 average daily attendance ("ADA") (about \$14.85 per ADA annually for six years, beginning in 2011-12, or for a lesser period at the State's discretion should the State choose to accelerate payment of such reimbursement);
- \$1.5 million to county offices of education in 2009-10 based on December 2007 county special education pupil count, about \$35.06 per pupil, with no county office of education receiving less than \$5,000;
- \$6 million to SELPAs in 2009-10 based on December 2007 special education pupil count, about \$8.85 per pupil, with no SELPA receiving less than \$10,000; and
- \$2.5 million in 2009-10 for administrative costs incurred in pursuing the Claim;

**WHEREAS**, the settlement further provides \$65 million as a permanent increase to the AB 602 funding base for special education programs and services beginning in 2009-10, resulting in each SELPA's funding rate increasing by about \$10.92 per ADA, with this amount increasing by the cost of living adjustment and ADA growth in subsequent years;

**WHEREAS**, by approving this settlement the Culver City USD School District will receive approximately \$ 569,159.82 [total] in discretionary funding for retroactive reimbursement, \$ 94,859.97 [amount of installment] over six-years in equal installments [districts only], unless the State, in its discretion, accelerates payment of such reimbursement, and the Tri-City SELPA will receive approximately \$ 23,788.84 in discretionary funding for retroactive reimbursement;

**WHEREAS**, the Culver City Unified School District and SELPA, in exchange for the foregoing financial settlement, must waive rights to file any further mandate claims arising from the Hughes Bill Statute and Regulations, or to benefit from any new Hughes Bill Statute and Regulations claims filed, unless the Hughes Bill Statute and Regulations change;

**WHEREAS**, if for some reason the settlement process is not completed, the Waiver will not take effect;

**WHEREAS**, the Governing Board of the Culver City Unified School District also serves as the Governing Board of the Tri-City SELPA;

WHEREAS, the Governing Board of the Culver City Unified School District and SELPA has reviewed the Notice to LEAs Re: Pending Settlement of the Behavioral Intervention Plans [Hughes Bill] Mandated Cost Claim and the required Waiver; and

WHEREAS, the District and SELPA administrative staff, having reviewed the terms of the pending settlement, recommends that the Governing Board approve the settlement and agree to waive rights to file mandated cost claims arising from the Hughes Bill Statute and Regulations in the future or to benefit from such claims unless the Hughes Bill Statute and Regulations change;

NOW THEREFORE, BE IT RESOLVED, the Governing Board of the Culver City Unified School District, sitting also as the Governing Board of the SELPA, approves the terms of the pending settlement of the Behavioral Intervention Plans Mandated Cost Claim, agrees to waive its rights regarding claims as set forth in the attached Waiver both with respect to the school district and with respect to the SELPA, and authorizes the Superintendent [or Associate/Assistant Superintendent (as appropriate)] to sign the required Waiver on behalf of both entities and to deliver it as requested by no later than February 28, 2009, and to complete any other administrative task necessary to effectuate this decision.

Passed and adopted by the Governing Board of the Culver City Unified School District and of the Tri-City SELPA on January 27 (date) 2009, by the following vote:

Ayes: \_\_\_\_\_

Noes: \_\_\_\_\_

Absent: \_\_\_\_\_

\_\_\_\_\_  
President, Governing Board      Jessica Beagles-Roos, Ph.D.

\_\_\_\_\_  
School District and SELPA      Dr. Myrna Rivera Coté, Superintendent

\_\_\_\_\_  
County, California

Attested by: \_\_\_\_\_  
Secretary to the Board

**BOARD REPORT**

1/27/09  
14.2e

**14.2e Approval is Recommended for Resolution #10/2008-2009 Arts and Music Block Grant**

Recent legislation requires a local Board Resolution of the 2008-2009 Arts and Music Block Grant allocation plan for districts that opt to maintain central office control of this grant.

RECOMMENDED MOTION:

That the Board approves Resolution #10/  
2008-2009 Arts and Music Block Grant.

Moved by:

Seconded by:

Vote:

# The 2008-2009 Arts and Music Block Grant

## 2008-2009 Arts and Music Grant Funds Allocation Plan

2008-2009 allotment	\$117,611
Indirect cost 8.05%	\$9,468
Administrative cost 6.95%	\$8,174
Arts for All Arts Consultant	\$45,473
Professional Development	\$54,496
Total:	\$117,611

## Grant Fund Allocation Overview for 2008-2009

### DCAT Meetings *\$6720*

The CCUSD District Community Arts Team continues meeting every month to advise and determine next steps in the plan to restore arts education throughout the district. Teacher representatives are included on the committee and are compensated for their involvement through the Arts and Music Block Grant.

Note, possibly could include: Teacher stipends for professional development to prepare teachers for attending Center Theater Group performances with their students.

### Arts Curriculum Meetings *\$2500*

The Arts Consultant will meet with 10 district teachers 2 times during the remainder of the school year to continue planning the sequential music program. The district covers sub costs for each of the teachers.

### Artist Training Program *\$1600*

Teachers participating in the LA County Arts Commission Arts for All Artist Training Program are compensated for attending planning and reflection meetings.

### K2 Arts Integration Program *\$43,676*

In an effort to build capacity in arts integration among the district's teachers and provide much needed arts experiences for students, CCUSD has incorporated classroom-based teaching artist experiences to model effective arts instruction that include professional development for teachers.

### Arts for All Arts Consultant: *\$45,473*

This is a portion of the contract paid to the Arts Consultant for the 2008-2009 school year.

**RESOLUTION #10 2008-2009**

**To Authorize  
The 2008-2009 Arts and Music Block Grant**

**WHEREAS**, the Board of Education has an interest in continuing to provide sustainable, sequential Arts integration and education in Culver City Unified School District,

**NOW, THEREFORE, BE IT HEREBY RESOLVED** by the Governing Board of the Culver City Unified School District to **AUTHORIZE** and **APPROVE** the 2008-2009 Arts and Music Block Grant this 27th day of January, 2009.

\_\_\_\_\_  
Jessica Beagles-Roos, Ph.D., President

\_\_\_\_\_  
Saundra Davis, M.A., Vice President

\_\_\_\_\_  
Steven Gourley, Clerk

\_\_\_\_\_  
Scott Zeidman, Esq., Member

\_\_\_\_\_  
Dana Russell, D.D.S., Member

\_\_\_\_\_  
Myrna Rivera Coté, Ed.D, Superintendent

**BOARD REPORT**

1/27/09

14.2f

**14.2f Approval is Recommended for the 2008-2009 Consolidated Application for Funding Categorical Programs Part II**

State and Federal regulations require Board approval of the annual submission of the Consolidated Application for Funding Categorical Programs Part II that allocates State and Federal funding to the various programs and schools. The submission of this application will enable the District to receive funding for the 2008-2009 school year.

**RECOMMENDED MOTION:** That Board approves the Consolidated Application for Funding Categorical Programs Part II.

Moved by:

Seconded by:

Vote:



# 2008-09 Consolidated Application for Funding Categorical Aid Programs (Part II)

California Department of Education

Consolidated Application

<p><b>Purpose:</b> To declare the agency's intent to apply for 2008-09 funding of Consolidated Categorical Aid Programs.</p>	<p>Agency: Culver City Unified</p> <p>CD code: 1   9   6   4   4   4</p>
<p><b>CDE Contact:</b> Ernie Thornberg - (916) 319-0294 - EThornbe@cde.ca.gov</p>	<p>Dates of project duration: July 1, 2008 -- June 30, 2009</p>
<p><b>Legal status of agency:</b> <input checked="" type="checkbox"/> School District  <input type="checkbox"/> County Office of Education  <input type="checkbox"/> Direct-Funded Charter</p>	<p style="text-align: center;">Do not return the paper copy of this form to the California Department of Education.</p> <p style="text-align: center;">The ConApp must be submitted electronically using the ConApp Data System (CADS).</p>
<p>Date of approval by local governing board: 01/27/2009</p>	
<p><b>Advisory Committees:</b> The undersigned certify that they have been given the opportunity to advise on the pages in this application related to compensatory education programs or programs for English learners.</p>	
<p>Signature-District Advisory Committee (DAC)                    Date: 1/16/09</p>	<p style="text-align: center;">OR, for each committee, check the appropriate box to the right</p> <p>Committee is N/A <input type="checkbox"/> Committee refused to sign <input type="checkbox"/></p> <p>Committee is N/A <input type="checkbox"/> Committee refused to sign <input type="checkbox"/></p>
<p><b>Certification:</b> I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.</p>	
<p>Signature of authorized representative  </p>	<p>Dr. Myra Rivera Cote                  Superintendent                  Title</p>
<p><input type="checkbox"/> Electronic certification HAS been completed. <input checked="" type="checkbox"/> Electronic certification has NOT been completed.</p>	

# 2008-09 District Allocations of Title I, Part A, Funds

California Department of Education

Consolidated Application

<p><b>Purpose:</b> To allocate Title I, Part A, funds for 2008-09, the total Title I, Part A, administrative costs are included on lines 8 and 9.</p> <p><b>CDE Contact:</b> <i>Monique Moton - (916) 319-0956 - MMoton@cde.ca.gov</i>  <i>Lana Zhou - (916) 319-0956 - LZhou@cde.ca.gov</i></p>		<p>Agency: Culver City Unified</p> <p>CD code: 1   9   6   4   4   4</p>	
<p><input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.</p>		<p>SACS Resource Code: 3010</p>	
<b>Description</b>		<b>Title I, Part A, Basic and Neglected</b>	
1.	2008-09 entitlement Basic \$ <u>578,853</u> and Neglected \$ <u>0</u>	578,853	
2.	Transferred in (+)	0	
3.	2008-09 amount after transfer (line 1 + 2) (=)	578,853	
4.	2007-08 carryover (+)	92,550	
5.	Repayment of funds (+)	0	
6.	Total approved allocation (line 3 + 4 + 5) (=)	671,403	
7.	Reserved for indirect costs (-)	50,021	
8.	Reserved for administration (-)	49,400	
9.	Adjusted total allocation (line 6 - 7 - 8) (=)	571,982	

California Department of Education **2007-08 Title I, Part A, Carryover Calculation** Consolidated Application

**Purpose:** To calculate Title I, Part A carryover from fiscal year 2007-08.

Agency:  
Culver City Unified

CD code: 1 | 9 | 6 | 4 | 4 | 4

**CDE Contact:** Jyoti Singh - (916) 319-0372 - JySingh@cde.ca.gov  
 Lorene Euerle - (916) 319-0728 - LEuerle@cde.ca.gov

This page is not applicable because the LEA did not receive Title I, Part A, funds in 2007-08.

Note: Title I, Part A, carryover is limited to 15 percent for all LEAs except those receiving less than \$50,000 in Title I, Part A, funds in fiscal year 2007-08.

**C. Waiver Request** (the LEA will receive a formal approval or denial of the request)

1. Indicate reason for the carryover in excess of 15%.

**A. Carryover Calculation**

1.	2007-08 Entitlement amount*	\$	617,031
2.	Transferability - Transfers-in per Section 6123 NCLB	\$	0
3.	2006-07 Carryover as of June 30, 2007	\$	85,035
4.	Total 2007-08 Title I funds (Total lines 1 through 3)	\$	702,066
5.	2007-08 Expenditures and Encumbrances as of June 30, 2008	\$	602,091
6.	2007-08 Carryover as of June 30, 2008	\$	99,975
7.	Carryover percent as of June 30, 2008 (line 6/(line 1 + line 2) * 100)		16.20%
8.	2007-08 Expenditures and Encumbrances as of September 30, 2008	\$	609,516
9.	2007-08 Carryover as of September 30, 2008	\$	92,550
10.	Carryover percent as of September 30, 2008 (line 9/(line 1 + line 2) * 100)		15.00%

**B. Waiver Determination**  
(if line 10 exceeds 15% complete this section)

- This waiver is not applicable because the LEA received less than \$50,000 in Title I, Part A, funds.
- LEA is completing Section C to apply for a waiver to carry over any Title I funds in excess of 15%.
- LEA is not eligible for a waiver because the LEA received a waiver in one of the last two years.\*\*
- LEA elects not to request a waiver.\*\*

Activity	Amount Budgeted
1.	\$ 0
2.	\$ 0
3.	\$ 0
4.	\$ 0
5.	\$ 0
6.	\$ 0
7.	\$ 0
Total (line 1 through 7)	
	\$ 0

\*This amount reflects revised Title I entitlements posted on the CDE website at <http://www.cde.ca.gov/fg/aa/ca/nc/ib/itei.asp> 2008-09 ConApp, Part II, page 26 Date: 01/14/2009  
 \*\*CDE will invoice LEA to return funds exceeding the 15% carryover limit.

# 2008-09 Federal Transferability

California Department of Education

Consolidated Application

**Purpose:** To compute the amount of money being transferred to and from various federal programs.

**Agency:** Culver City Unified

**CD code:** 1 | 9 | 6 | 4 | 4 | 4

**CDE Contact: Anne Daniels - (916) 319-0295 - ADaniels@cde.ca.gov**

**Notes:**  
*Federal transferability is governed by Title VI in NCLB Section 6123. You may transfer a maximum of 50 percent of any program to other programs*

This district has been identified as a Program Improvement (PI) LEA under NCLB Section 1116 and may only transfer 30 percent of the funds and those funds must be used for PI activities. A single school district (SSD) or a direct-funded charter (DFC) school whose only school is in PI and operating as a Targeted Assistance School (TAS), for the purpose of federal transferability the LEA is restricted to the 30% limit. If the SSD or DFC is operating as a Schoolwide Program (SWP) school, this restriction does not apply.

**2008-09 programs affected by transferability:**

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher and Principal Training and Recruiting)
- Title II, Part D (Enhancing Education Through Technology)
- Title IV, Part A (Safe and Drug Free Schools and Communities)
- Title V, Part A (Innovative Programs)

Amounts Transferred to These Programs						
2008-09 Program Entitlements	Title I, Part A (Basic Grant)	Title II, Part A	Title II, Part D	Title IV, Part A	Title V, Part A	Amounts Retained in Original Program
<b>Title II, Part A</b>	\$ 196,691	\$	\$	\$	\$	196,691
<b>Title II, Part D</b>	\$	\$	\$	\$	\$	
<b>Title IV, Part A</b>	\$ 19,896	\$	\$	\$	\$	19,896
<b>Title V, Part A</b>	\$	\$	\$	\$	\$	
<b>Totals transferred and used for:</b>	\$	\$	\$	\$	\$	

# 2008-09 Calculation of Title I, Part A, Reservations for Equitable Services

California Department of Education

Consolidated Application

**Purpose:** To calculate proportional amounts of Title I, Part A, reservations for equitable service for private schools participants, their teachers, and families.

Agency:  
Culver City Unified

CD code:

1 | 9 | 6 | 4 | 4 | 4

**CDE Contact:** *Jyoti Singh - (916) 319-0372 - JySingh@cde.ca.gov*  
*Carol Dickson - (916) 319-0382 - CDickson@cde.ca.gov*

This page is not applicable because the LEA did not receive Title I, Part A, funding on page 2 of the ConApp.

## A. Calculation of Equitable Services Percent

Number of public schools expected to receive Title I, Part A funds per Page 6: 5

Within the attendance areas of these participating schools:

Number of private school children from low-income families	0
Total number of children from low-income families	0
Percent of Private School Children from low-income families	0.00%

## B. Reservation for Parent Involvement

1.  No reservation is mandated because 1% of line 3 on page 28 is \$5,000 or less

2. Reserved for Parent Involvement (must be a minimum of 1%)*	\$	5,789
3. Private school set-aside for parents (% of private school children x reservation)	\$	0
4. Amount remaining	\$	5,789
5. Public school distribution (95% of "Amount remaining")**	\$	5,500
6. Balance available for LEA-level parental involvement activities	\$	289

## C. Reservation for District-wide Instructional Programs and Professional Development not used for Program Improvement (PI)

Program	A. Total Reservation	B. Reservation for Equitable Services	C. Reserved for Public Schools
1. Professional Development: highly qualified teachers and paraprofessionals (Not PI)	\$ 0	\$ 0	\$ 0
2. Assistance to Schools (Not PI)	\$ 0	\$ 0	\$ 0
3. Summer School, intersession programs, before and after school programs (Not PI)	\$ 0	\$ 0	\$ 0
4. Totals	\$ 0	\$ 0	\$ 0

\*of line 3 on page 28 \*\*see instructions

# 2008-09 Reservations for Title I, Part A

California Department of Education

Consolidated Application

<b>Purpose:</b> To report LEA reservations for Title I, Part A, before distributing funds to schools. All reservations, except for lines 8-11, reported on this page are used to provide direct services to eligible Title I, Part A students.	<b>Agency:</b> Culver City Unified						
<b>CDE Contact:</b> Carol Dickson - (916) 319-0382 - CDickson@cde.ca.gov	<b>CD code:</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%; text-align: center;">1</td> <td style="border: 1px solid black; width: 15%; text-align: center;">9</td> <td style="border: 1px solid black; width: 15%; text-align: center;">6</td> <td style="border: 1px solid black; width: 15%; text-align: center;">4</td> <td style="border: 1px solid black; width: 15%; text-align: center;">4</td> <td style="border: 1px solid black; width: 15%; text-align: center;">4</td> </tr> </table>	1	9	6	4	4	4
1	9	6	4	4	4		

The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

Description (Required)	Amounts	Description (Allowable)	Amounts
1. Adjusted total allocation (line 9 on page 28)	\$ 571,982	Program Improvement schools: teacher incentives and rewards (maximum 5%*)	\$ 0
2. LEA-level Parent Involvement activities -- page 29, Section B, line 6 (pg. 29, B, 6)	\$ 289	Professional Development: highly qualified teachers and paraprofessionals*** - PI activities	\$ 0
3. Program Improvement (PI) schools: school choice transportation*	\$ 0	Professional Development: highly qualified teachers and paraprofessionals*** - Not PI activities (pg. 29, C, C1)	\$ 0
4. PI schools: supplemental educational services*	\$ 0	Assistance to schools - PI activities	\$ 0
PI LEA:		Assistance to schools - Not PI activities (pg. 29, C, C2)	\$ 0
a. Professional Development (PD) (minimum 10%*) set-aside	\$ 0	Summer school or intersession programs or before and after school programs - PI activities	\$ 0
b. 2007-08 PI PD set-aside carryover	\$ 0	Summer school or intersession programs or before and after school programs - Not PI activities (pg. 29, C, C3)	\$ 0
c. Total PI set-aside (5a + 5b)	\$ 0	Salary differentials	\$ 0
5. If reservation is less than 10%, check below: <input type="checkbox"/> Professional Development funds from PI school-level set-asides will be used to help meet LEA 10% reservation		Preschool	\$ 0
6. Direct and indirect services to homeless children, regardless of their school of attendance	\$ 1,000	Capital expenses reserved for private schools	\$ 0
7. Direct and indirect services to children in local institutions for neglected children	\$ 0	Total LEA Reservations (sum of lines 2 through 19)	\$ 1,289
8. Direct and indirect services to children in local institutions for delinquent children	\$ 0	Final adjusted allocation (line 1 minus line 20) (must be allocated to schools on page 31)	\$ 570,693
9. Direct and indirect services to neglected or delinquent children in community day school programs	\$ 0		

# 2008-09 Consolidated Application Comment Form

Page Number

Page 30: Title I- Reservation

CD Code

1964444

District Name

Culver City Unified

School Code

Comments

We have reserved less than 20% because we can meet the demand for SES and choice with this percentage.

# 2008-09 Consolidated Application Comments Form

Page Number

Page 30: Title I- Reservation

CD Code

1964444

District Name

Culver City Unified

School Name

## Comments

This allocation will be used to collect data regarding the status of homeless students in the Culver City Unified School District. We will contact local shelters, hotels, and places of worship to identify homeless students so that they can receive appropriate support services. Support services may include academic support; such as, tutoring, means of meeting basic needs of homeless students (clothing, school supplies, health services), offering before and after school programs, providing emergency food, paying the cost of testing services, covering the costs of field trips, graduation expenses and transportation.



# 2008-09 District Allocation of Title I, Part A, Funds to Schools

California Department of Education

Consolidated Application

**Purpose:** To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A, public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

**Agency:**  
Culver City Unified

**CD code:**

1	9	6	4	4	4
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**CDE Contact:** *Richard Graham - (916) 319 - 0303 - RGraham@cde.ca.gov*  
*Carmela Kelly-Batch - (916) 319 - 0300 - GKellyBatch@cde.ca.gov*

The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A Name of School School Code	B Percent of Low-Income Students	C Number of Low-Income Students	D Title I, Part A \$ per Low-Income Student Number	E Site-Level Carryover, If Applicable	F Title I, Part A (Basic Grant) (C X D + E = F)	G Title I, Part A (Parent Involvement for NCLB, Sec. 1118)	H Private School Set-aside	I Title I, Part A Total (F + G + H)
La Ballona Elementary 6012702	62.1	303	330.4500	15,664	115,790	1,246	0	117,036
Culver Park High 1932656	42.0	29	330.4500	1,497	11,080	120	0	11,200
Linwood E. Howe Elementary 6012660	40.9	201	330.4500	35,583	102,003	826	0	102,829
Culver City Middle 6057608	39.0	621	330.4500	47,070	252,279	2,552	0	254,831
El Rincon Elementary 6012686	36.7	184	330.4500	23,238	84,041	756	0	84,797
Culver City High 1932201	28.4	652	0.0000	0	0	0	0	0
Farragut Elementary 6012694	24.9	124	0.0000	0	0	0	0	0
El Marino Elementary 6012678	10.1	71	0.0000	0	0	0	0	0
Ohr Eliyahu Academy 6924765	0.0	0	0.0000	0	0	0	0	0

# 2008-09 District Allocation of Title I, Part A, Funds to Schools

California Department of Education

Consolidated Application

**Agency:**  
Culver City Unified

CD code: 1 | 9 | 6 | 4 | 4 | 4

**Purpose:** To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A, public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

**CDE Contact:** *Richard Graham - (916) 319 - 0303 - R.Graham@cde.ca.gov*  
*Carmela Kelly-Batch - (916) 319 - 0300 - GKellyBatch@cde.ca.gov*

The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A Name of School School Code	B Percent of Low-Income Students	C Number of Low-Income Students	D Title I, Part A \$ per Low-Income Student Number	E Site-Level Carryover, If Applicable	F Title I, Part A (Basic Grant) (C X D + E = F)	G Title I, Part A (Parent Involvement for NCLB, Sec. 1118)	H Private School Set-aside	I Title I, Part A Total (F + G + H)
Echo Horizon 6926638	0.0	0	0.0000	0	0	0	0	0
Culver City Christian School 6929194	0.0	0	0.0000		0	0	0	0
Kayne ERAS Center 6934715	0.0	0	0.0000		0	0	0	0
Turning Point School 6982342	0.0	0	0.0000		0	0	0	0
Wildwood 6994792	0.0	0	0.0000		0	0	0	0
Echo Center 6994966	0.0	0	0.0000		0	0	0	0
Willows Community, The 7087083	0.0	0	0.0000		0	0	0	0
Culver City Independent Study 1930031	0.0	0	0.0000		0	0	0	0
<b>Adjusted total allocation</b>					565,193	5,500	0	570,693

# 2008-09 Title I, Part A, Program Improvement Activities and Expenditures Report

California Department of Education

Consolidated Application

<p><b>Purpose:</b> To report on Title I, Part A PI activities and expenditures of Title I, Part A, state, local, or other funds for school choice transportation (Choice) and supplemental educational services (SES).</p> <p><b>CDE Contact:</b> Lana Zhou - (916) 319-0956 - LZhou@cde.ca.gov                  Martin Miller - (916) 324-3455 - MaMiller@cde.ca.gov</p>	<p><b>Agency:</b> Culver City Unified</p> <p><b>CD code:</b> 1   9   6   4   4   4</p> <p><input type="checkbox"/> This page is not applicable because the LEA did not have schools in Program Improvement in 2008-09.</p>
<b>A.</b>	<b>Fiscal Year 2008-09 Mid-Year Report</b>
<b>Activities for Choice and SES</b>	
1. The number of students who transferred from a Program Improvement (PI) school to a non-PI school under the No Child Left Behind Act (NCLB).	0
2. The number of students who transferred from a PI school to a non-PI school under a local or state school choice program.	0
3. The number of students enrolled in PI schools Years 2-5 who received SES.	0
<b>B.</b>	<b>Fiscal Year 2008-09 Mid-Year Report</b>
<b>Expenditures for Choice Transportation and SES</b>	
1. Amount of Title I, Part A, funds expended for Choice transportation for students transferred from a PI school to a non-PI school under NCLB.	0
2. Amount of local, state, and non-Title I federal funds expended for Choice transportation for students transferred from a PI school to a non-PI school under local and state choice programs.	0
3. Amount of Title I, Part A, funds expended for SES for students enrolled in PI schools Years 2-5.	0
4. Amount of local, state, and non-Title I federal funds expended for SES for students enrolled in PI schools Years 2-5.	0

# 2008-09 Consolidated Application Comment Form

Page Number

Page 32: District Title I Delinquent

CD Code

1964444

District Name

Culver City Unified

School Code

## Comments

SES fair has been held in September and many parents participated. As result, we have 29 students enrolled and are in the process of collecting documents (contracts, insurance, and etc.) required. Participating vendors are doing their best, but it seems to take more time than we expected.

# 2008-09 District Allocation of Title I, Part D, Subpart 2 (Delinquent), Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Title I, Part D, Subpart 2 (Delinquent), funds for 2008-09.		<b>Agency:</b> Culver City Unified	<b>CD code:</b> 1   9   6   4   4   4
<b>CDE Contact:</b> Jeff Breshears - (916) 319-0946 - JBreshears@cde.ca.gov Lorene Euerle - (916) 310-0728 - LEuerle@cde.ca.gov		<input checked="" type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.	
		<b>SACS Resource Code: 3025</b>	
<b>Description</b>		<b>Title I, Part D, Subpart 2 (Delinquent)</b>	
1.	2008-09 entitlement	0	
2.	2007-08 carryover (as of 6/30/08) (+)	0	
3.	Repayment of funds (+)	0	
4.	Total approved allocation (line 1 + 2 + 3) (=)	0	
5.	Reserved for indirect costs (-)	0	
6.	Reserved for administration (-)	0	
7.	Adjusted total allocation (line 4 - 5 - 6) (=)	0	

# 2008-09 District Allocation of Title II, Part A, Improving Teacher Quality Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Title II, Part A, Improving Teacher Quality funds for 2008-09.		Agency: Culver City Unified	
<b>CDE Contact:</b> Jackie Rose - (916) 322-9503 - JRose@cde.ca.gov		CD code:    1   9   6   4   4   4	
<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.			
<b>SACS Resource Code: 4035</b>			
<b>Title II, Part A (Improving Teacher Quality)</b>			
1.	2008-09 entitlement	196,691	
2.	Transferred in (+)	0	
3.	Transferred out (-)	0	
4.	2008-09 amount after transfer (line 1 + 2 - 3) (=)	196,691	
5.	2007-08 carryover (+)	0	
6.	Repayment of funds (+)	0	
7.	Funds available for flexible use under REAP*	0	
8.	Total approved allocation (line 4 + 5 + 6) (=)	196,691	
9.	Reserved for indirect costs (-)	15,776	
10.	Adjusted total allocation (line 8 - 9) (=)	180,915	

\* If page 2 indicates participation in Title VI, Subpart 1, REAP Flexibility, this will be line 1 - line 3 + line 5 + line 6; otherwise it will be zero.

# Title II, Part A, Expenditure Report for Fiscal Years 2007-08 and 2008-09

California Department of Education

Consolidated Application

**Purpose:** To report Title II, Part A, Improving Teacher Quality Program expenditures for the 2007-08 and 2008-09 fiscal years.

**CDE Contact:** Jackie Rose - (916) 322-9503 - [JRose@cde.ca.gov](mailto:JRose@cde.ca.gov)

**Agency:**

Culver City Unified

**CD Code:**

1 | 9 | 6 | 4 | 4 | 4 | 4

This page has been removed from  
Part II of the 2008-09 ConApp.

# 2008-09 District Allocation of Title III, Part A, Funds

California Department of Education

Consolidated Application

<p><b>Purpose:</b> To allocate Title III, Part A, funds for 2008-09.</p>		<p><b>Agency:</b> Culver City Unified</p>												
<p><b>CDE Contact:</b> Michele Anberg-Espinosa - 916 323-4872 - <a href="mailto:MAnbergEspinosa@cde.ca.gov">MAnbergEspinosa@cde.ca.gov</a></p>		<p><b>CD code:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">9</td> <td style="width: 10%; text-align: center;">6</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">4</td> </tr> </table>	1	9	6	4	4	4	<p><input type="checkbox"/> This page is not applicable because the LEA is not participating in Title III, Part A.</p>					
1	9	6	4	4	4									
		<b>SACS Resource Code: 4201</b>	<b>SACS Resource Code: 4203</b>											
<b>Description</b>		<b>Title III, Part A (Immigrant)</b>					<b>Title III, Part A (LEP)</b>							
1.	2008-09 entitlement	12,730					91,485							
2.	2007-08 carryover (as of 6/30/2008) (+)	12,824					7,205							
3.	Repayment of funds (+)	0					0							
4.	Total approved allocation (line 1 + 2 + 3) (=)	25,554					98,690							
5.	Reserved for administration and indirect costs (2% cap on LEP) (-)	490					1,973							
6.	Adjusted total allocation (line 4 - 5) (=)	25,064					96,717							



# Title III Expenditure Report for 2007-08 and 2008-09 Allocations

California Department of Education

Consolidated Application

<b>Purpose:</b> To report Title III LEP and/or Immigrant Program expenditures for the 2007-08 and 2008-09 allocations. Consortia Lead is responsible for reporting the entire consortia application.		Agency: Culver City Unified CD Code: 1   9   6   4   4   4		
CDE Contact: Michele Anberg-Espinosa 916 323-4872 - <a href="mailto:MANbergEspinosa@cde.ca.gov">MANbergEspinosa@cde.ca.gov</a>		<input type="checkbox"/> The page is not applicable because the LEA did not participate in either type of funding.		
Description	Allocation Issued Fiscal Year 2007-08		Allocation Issued Fiscal Year 2008-09	
	Immigrant (SACS 4201)	LEP (SACS 4203)	Immigrant (SACS 4201)	LEP (SACS 4203)
1. Entitlement	\$ 21,185	\$ 96,900	\$ 12,730	\$ 91,485
2. Expenditures (07/01/07 - 06/30/08) (As reported on page 22 of Part I)	\$ 21,185	\$ 27,472		
3. End of year expenditure report (07/01/07 - 06/30/08) (Submitted to CDE on October 17, 2008)	\$ 10,658	\$ 90,737		
4. Expenditures (07/01/08 - 12/31/08)	\$ 10,527	\$ 6,163	\$ 7,294	\$ 28,101
5. Total expended	\$ 21,185	\$ 96,900	\$ 7,294	\$ 28,101
6. Unexpended funds	\$ 0	\$ 0	\$ 5,436	\$ 63,384
7. Interest earned	\$ 0	\$ 0		

# 2007-08 Title IV, Part A (SDFSC), Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

<p><b>Purpose:</b> To report expenditures and determine available budget resources and to calculate Title IV, Part A (SDFSC), carryover from 2007-08.</p>	<p><b>Agency:</b> Culver City Unified</p>
<p><b>CDE Contact:</b> Lynette Mayhew - (916) 319-0198 - L.Mayhew@cde.ca.gov</p>	<p><b>CD code:</b> 1   9   6   4   4   4</p>

The page is not applicable. The LEA did not participate in Title IV, Part A (SDFSC), in 2007-08.

A. Title IV, Part A Annual Fiscal Report	B. Title IV, Part A Carryover Calculation
1. 2007-08 entitlement amount (must be spent by 9/30/08)	25,063
2. Transferability - Transferred in for Title IV, Part A (SDFSC), use per Section 6123, NCLB	0
3. Transferability - Transferred out of Title IV, Part A (SDFSC), for use in another program per Section 6123, NCLB	0
4. 2007-08 REAP funds from other programs flexibly used for Title IV (SDFSC) per Section 6211, NCLB	0
5. 2007-08 Title IV (SDFSC) REAP funds flexibly used for other NCLB programs per Section 6211, NCLB	0
6. 2006-07 Title IV (SDFSC) Carryover funds (must have been spent or obligated by 9/30/08)	461
7. Total 2007-08 Resources	25,524
8. Total 2007-08 Expenditures and Encumbrances	22,236
9. Unspent 2006-07 funds: If line 8 is greater than or equal to line 6, this is "0." If line 6 is greater than line 8, this is line 6 minus line 8. These unspent funds reverted 9/30/08. CDE will bill the LEA for these funds.	0
10. Balance to be carried forward into 2008-09 (line 7 minus lines 8 and 9)	3,288
11. Percent (%) of 2007-08 entitlement to be carried into 2008-09 (line 10 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	13.12%

C. Title IV, Part A Carryover Request Justification	
1. Explanation of why these funds could not be spent during fiscal year 2007-08. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2007-08 Title IV, Part A (SDFSC), entitlement.)	
2. Description of how these carryover funds will be used to implement the SDFSC Program fiscal year in 2008-09.	

Note: Carryover funds must be spent in accordance with the provisions set forth in Public Law 107-110, No Child Left Behind, Title IV, Part A SDFSC.

# 2008-09 District Allocation of Title IV, Part A (SDFSC), Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Title IV, Part A (SDFSC), funds for 2008-09.		<b>Agency:</b> Culver City Unified							
		<b>CD code:</b>		1	9	6	4	4	4
<b>CDE Contact:</b> Lynette Mayhew - (916) 319-0198 - LMayhew@cde.ca.gov		<input type="checkbox"/>		This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.					
		<b>SACS Resource Code:</b> 3710							
		<b>Title IV, Part A (SDFSC)</b>							
1.	2008-09 entitlement			19,896					
2.	Transferred in	(+)		0					
3.	Transferred out	(-)		0					
4.	2008-09 amount after transfer (line 1 + 2 - 3)	(=)		19,896					
5.	2007-08 carryover (as 6/30/08)	(+)		3,288					
6.	Repayment of funds	(+)		0					
7.	Funds available for flexible use under REAP*			0					
8.	Total approved allocation (line 4 + 5 + 6)	(=)		23,184					
9.	Reserved for administration	(-)		0					
10.	Reserved for indirect costs	(-)		463					
11.	Adjusted total allocation (line 8 - 9 - 10)	(=)		22,721					

\*If page 2 indicates participation in Title IV, Subpart 1, REAP Flexibility, this will be line 1 - line 3 + line 5 + line 6; otherwise it will be zero.

# 2007-08 TUPE Annual Fiscal Report and Carryover Calculation

Consolidated Application

California Department of Education

**Purpose:** To determine available budget resources from previous years and to calculate TUPE carryover from 2007-08.

**Agency:**  
Culver City Unified

**CD code:**    1 | 9 | 6 | 4 | 4 | 4

The page is not applicable. The LEA did not participate in TUPE in 2007-08.

**CDE Contact:** *Shalonn Woodard - (916) 319-0197 - SWoodard@cde.ca.gov*

A. TUPE Annual Fiscal Report	B. 2007-08 TUPE Carryover Calculation
1. 2007-08 entitlement	2005-06 unspent TUPE funds* (if line 5 is less than line 3, this is line 3 - line 5) (if line 5 is greater than or equal to line 3, this is "0")
9,064	0
2. 2006-07 TUPE carryover funds (must be spent or obligated by 6/30/09)	7. 2006-07 unspent TUPE funds
8,334	1,808
3. 2005-06 TUPE carryover funds (must have been spent by 6/30/08)	8. 2007-08 TUPE carryover funds
0	9,064
4. Total 2007-08 TUPE resources (sum of lines 1 - 3)	9. Percent (%) of 2007-08 entitlement to be carried into 2008-09 (line 7 plus line 8 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.
17,398	119.95 %
5. Total 2007-08 Expenditures/Encumbrances	
6,526	

### TUPE Carryover Request Justification

1. Explanation of why these funds could not be spent during the 2007-08 fiscal year. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2007-08 TUPE entitlement.)

The contracted counselor could not fill the budgeted hours for the service and majority of the fund was allocated to the contracted service.

2. Description of how these carryover funds will be used to implement TUPE in the 2008-09 fiscal year. (The use of TUPE carryover funds is limited to those activities that will directly result in the prevention of tobacco use and must comply with all TUPE program requirements, the Principles of Effectiveness, and the LEA's approved LEA Plan.)

TUPE will support the service from a consultant for this year. And she has enough hours planned and assisted the district in preparing for Categorical Program Monitoring. She will also assist our 9 school sites in updating their school safety plan.

\*These funds reverted 6/30/08. CDE will bill the LEA for these funds.

# 2008-09 District Allocation of TUPE Funds

Consolidated Application

<p>California Department of Education</p> <p><b>Purpose:</b> To allocate Tobacco-Use Prevention Education (TUPE) funds for 2008-09.</p> <p><b>CDE Contact:</b> <i>Shalonn Woodward - (916) 319-0197</i>  <i>SWoodard@cde.ca.gov</i></p>	<p>Agency: Culver City Unified</p> <p>CD code: 1   9   6   4   4   4</p> <p><input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.</p> <p style="text-align: center;">SACS Resource Code: 6660</p> <p style="text-align: center;"><b>Tobacco Use-Prevention Education (TUPE) Allocation</b></p>
<b>Description</b>	
1. 2008-09 entitlement	9,072
2. 2007-08 carryover (as of 6/30/2008)	9,064
3. Repayment of funds	0
4. Total approved allocation (line 1 + 2 + 3)	18,136
5. Reserved for indirect costs	1,459
6. Adjusted total allocation (line 4 - 5 - 6)	16,677

# 2008-09 District Allocation of EIA Funds

California Department of Education

Consolidated Application

<p><b>Purpose:</b> To allocate Economic Impact Aid (EIA) funds for 2008-09. The results from this page are used to make school-level allocations on page 43.</p> <p><b>CDE Contact: Mark Klinesteker - (916) 319-0420 -MKlinesteker@cde.ca.gov</b></p>		<p><b>Agency:</b> Culver City Unified</p> <p><b>CD code:</b> 1   9   6   4   4   4</p>	
<p><input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.</p>			
<p style="text-align: center;"><b>SACS Resource Codes: 7090/7091</b></p>			
<b>Economic Impact Aid (EIA)</b>			
1.	2008-09 entitlement		514,351
2.	Transferred in	(+)	0
3.	2007-08 carryover (as of 6/30/08)	(+)	159,171
4.	Repayment of funds	(+)	0
5.	Subtotal (line 1 + 2 + 3 + 4)	(=)	673,522
6.	Reserved for indirect costs (up to 3%)	(-)	20,205
7.	Administration and evaluation (up to 10%)	(-)	67,352
8.	EIA activities operated by the district (up to 2%)	(-)	0
9.	EIA security (may not exceed 32 cents per pupil)	(-)	2,115
10.	EIA alternative	(-)	0
11.	Adjusted total allocation* (line 5 - 6 - 7 - 8 - 9 - 10)	(=)	583,850

\* Line 11 to be allocated to schools.

# 2008-09 District Allocation of EIA Funds to Schools

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.		<b>Agency:</b> Culver City Unified					
		CD code: 1   9   6   4   4   4					
<b>CDE Contact: EIA-SCE: Richard Graham - (916) 319-0303 - R.Graham@cde.ca.gov</b> <b>EIA-LEP: Mark Kifensteker - (916) 319-0420 - MKKifensteker@cde.ca.gov</b>		<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.					
1. Total EIA Allocation		\$ 189,0100					
583,850		\$ 0.0000					
2. Standard Per Pupil EIA/LEP		\$ 139.4800					
3. Requested Per Pupil EIA/LEP							
4. Per Pupil EIA/SCE							
A	B	C	D	E	F	G	
Name of School School Code	SCE Eligible	SCE Funded	Number of LEP Students	Number of EDY Students	LEP Allocation	SCE Allocation	
Culver City Independent Study 1930031			7	7	1,323	0	
Culver City High 1932201	X	X	210	1,022	39,692	142,545	
Culver Park High 1932656	X		11	54	2,079	0	
Linwood E. Howe Elementary 6012660	X	X	140	319	26,461	44,493	
EI Marino Elementary 6012678			75	191	14,176	0	
EI Rincon Elementary 6012686	X	X	58	186	10,963	25,943	
Farragut Elementary 6012694			72	183	13,609	0	
La Ballona Elementary 6012702	X	X	199	406	37,613	56,628	
Culver City Middle 6057608	X	X	191	948	36,101	132,224	
5. Total EDY Eligible		2,935		8. Totals		401,833	
6. Total LEP Not Eligible		154		9. Total		0	
7. Total EDY Funded		2,881		Allocation Balance		0	

# 2007-08 Reporting Form for School Safety and Violence Prevention

(AB 1113, AB 658 of 1999)

Consolidated Application

California Department of Education

Agency: **Culver City Unified**

CD code: 

1	9	6	4	4	4
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**Purpose:** To report expenditures of School Safety and Violence Prevention (SSVP) funds to fulfill the legislative reporting requirement in program expenditures and activities.

**CDE Contact: Kelli Omoto-Lee - (916) 319-0195 - KOmoto@cde.ca.gov**

This page is not applicable because the LEA did not receive this type of funding.

1. 2007-08 SSVP Allocation	\$ 119,706
2. 2006-07 Unspent SSVP Funds	\$ 70,343
3. Total SSVP Resources (total of line 1 and line 2)	\$ 190,049

Category/Item	Expenditures and Encumbrances	Category/Item	Expenditures and Encumbrances
4. Personnel		8. Instructional Curricula and Materials	\$ 254
School Counselors	\$ 105,940	9. Law Enforcement Partnerships	\$ 0
School Psychologists	\$ 0	10. Other Uses of Funds	
School Social Workers	\$ 0	Other (specify) Contracted Services	\$ 5,209
School Nurses	\$ 0	11. Indirect Costs	\$ 7,768
Sworn Law Enforcement	\$ 0	12. Total Expenditures for SSVP	\$ 119,706
5. Communication Devices	\$ 0	13. Percent (%) of total SSVP 2007-08 resources remaining in 2008-09. If more than 25 percent, complete the bottom section of this page.	37.01%
6. School Safety Infrastructure	\$ 0		
7. Staff Training	\$ 535		

### SSVP Funding - Planned Use of Remaining Funds

Description of how these funds will be used to establish programs and strategies that promote violence prevention.

We will continue to fund a counselor for the most at risk students. Our Security Officer has evaluated our school safety plans and has requested funding for school safety infrastructure needs that will assist in maintaining a safe school environment. By the end of this year, most of the funding will be used.



# 2008-09 Consolidation of NCLB Administrative Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To declare the agency's intent to consolidate NCLB administrative funds and identify what programs will be included in the consolidation.	<b>Agency:</b> Culver City Unified  <b>CD code:</b> <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">9</td> <td style="width: 20px;">6</td> <td style="width: 20px;">4</td> <td style="width: 20px;">4</td> <td style="width: 20px;">4</td> </tr> </table>	1	9	6	4	4	4
1	9	6	4	4	4		

**CDE Contact:** Julie Brucklacher - (916) 327-0858 - [JBruckla@cde.ca.gov](mailto:JBruckla@cde.ca.gov)

**Notes:**

1. Section 9203 of the Elementary and Secondary Education Act of 1965, as amended by the NCLB Act of 2001, allows an LEA to consolidate, for the administration of one or more programs under NCLB (or such other programs as the U.S. Secretary of Education shall designate), not more than the percentage, established in each program, of the total available for the LEA under those programs.
2. Refer to the instructions for the maximum amount of administrative funds from the different NCLB titles that may be consolidated.
3. An LEA that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year (ESEA Sec. 9203(c)).
4. Pooled costs may be treated as one cost objective. An LEA is not required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation (ESEA Sec. 9203(e)).
5. CDE approval to consolidate administrative funds is valid only for the fiscal year requested.

The programs for which this agency is requesting to consolidate administrative funds are indicated by a check in the "YES" box below.

SACS Code	Programs	Yes	No
3010	Title I, Part A (Basic Programs)	X	
3060	Title I, Part C (Migrant Education)		X
3025	Title I, Part D (Neglected and Delinquent Children)		X
3170	Title I, Part F (Comprehensive School Reform)		X
4035	Title II, Part A (Teacher Training and Recruiting)		X
4036	Title II, Part A (Principal Training and Recruiting)		X
4045	Title II, Part D (Enhancing Education Through Technology)		X
4201	Title III (Immigrant Students)		X
4203	Title III (LEP Students)		X
3710	Title IV, Part A (Safe and Drug-Free Schools and Communities)		X
4124	Title IV, Part B (21st Century Community Learning Centers)		X
4110	Title V, Part A (Innovative Programs)		X

# October 2008 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education

Consolidated Application

**Purpose:** To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2009-10 ConApp.

Agency:

Culver City Unified

CD code:

1 | 9 | 6 | 4 | 4 | 4

**CDE Contact: (916) 323-8068 - [frpminfo@cde.ca.gov](mailto:frpminfo@cde.ca.gov)**

A		B	C	D	E	F
Name of School	Charter School Number	Lowest Grade Served	Highest Grade Served	Enrolled	Eligible for Free Meals*	Eligible for Reduced-Price Meals*
Culver City Independent Study						
1930031		KK	12	0	0	0
Culver City High		09	12	2,495	555	217
1932201						
Culver Park High		10	12	86	24	9
1932656						
Linwood E. Howe Elementary		KK	05	534	135	71
6012660						
El Marino Elementary		KK	05	731	47	36
6012678						
El Rincon Elementary		KK	05	538	137	54
6012686						
Farragut Elementary		KK	05	505	85	42
6012694						
La Ballona Elementary		KK	05	591	271	96
6012702						
Culver City Middle		06	08	1,625	432	192
6057608						

\*Eligibility tables can be found at <http://www.cde.ca.gov/ls/nr/sr/elgmaterials.asp>

# 2007-08 Intensive Instruction Annual Report

California Department of Education

Consolidated Application

<b>Purpose:</b> To report on the participation and effectiveness, as measured by success on the California High School Exit Examination (CAHSEE), of the CAHSEE Intensive Instruction	<b>Agency:</b> Culver City Unified CD code: 1   9   6   4   4   4
---	---

**CDE Contact: Carolyn S. Mills - (916) 445-7746 - edoptions@cde.ca.gov**

2007-08 CAHSEE Intensive Instruction and Services	Students Served in 2007-08		Class of				Passed one or both parts of CAHSEE in 2007-08	
			Class of					
	2006	2007	2008	2009	2006	2007		2008
Provide the number of students served by this program. Ed. Code 37254(d)(5) & (8). Students may receive more than one type of service.								
1. Diagnostic assessment	0	0	0	0	0	0	0	0
2. Individual instruction in CAHSEE academic content	0	0	498	449	0	0	462	418
3. Group instruction in CAHSEE academic content	0	0	498	449	0	0	462	418
4. English language development for ELs geared to CAHSEE passage	0	0	0	0	0	0	0	0
5. Instruction in test taking skills, individual or group	0	0	498	449	0	0	462	418
6. Academic counseling services, individual or group	0	0	498	449	0	0	462	418
7. Technology-based instruction	0	0	0	0	0	0	0	0
8. Instruction delivered by an outside entity	0	0	0	0	0	0	0	0
9. Other (list) _____	0	0	0	0	0	0	0	0
<input checked="" type="checkbox"/> Confirmation that in compliance with Ed. Code 37254(d)(3) we have provided written notices to all eligible students each school term.								
10. Number of notices sent in Term 1								715
11. Number of notices sent in Term 2								85
12. Number of notices sent out in any other term								0

# 2007-08 CAHSEE Supplemental Counseling Programs Annual Report

California Department of Education

Consolidated Application

<p><b>Purpose:</b> To report on the participation and effectiveness of the Middle and High School Supplemental Counseling Program for 2007-08.</p>	<p><b>Agency:</b> Culver City Unified</p> <p><b>CD code:</b>    1   9   6   4   4   4</p>										
<p><b>CDE Contact:</b> Carolyn S. Mills - (916) 445-7746 - edoptions@cde.ca.gov</p>											
<p>1. Number of students in grade 7 who received individual counseling</p>	<p>36</p>										
<p>2. Number of students in grades 7 through 12 who received any services from this program</p>	<p>1,005</p>										
<p>3. Number of school counselors involved in conferences for grades 7 through 12</p>	<p>3</p>										
<p>4. Number of students in grades 10 and 12 who received individual counseling</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Individual Counseling Requirement in 2007-08</td> <td style="width: 33%; text-align: center;">Met CAHSEE Requirement in 2007-08</td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">12</td> <td style="text-align: center;">12</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">78</td> <td style="text-align: center;">42</td> </tr> </table>	Individual Counseling Requirement in 2007-08	Met CAHSEE Requirement in 2007-08	10	10	12	12	0	0	78	42
Individual Counseling Requirement in 2007-08	Met CAHSEE Requirement in 2007-08										
10	10										
12	12										
0	0										
78	42										
<p>5. Does the LEA assure individual pupil conferences will be done in accordance with Ed. Code 52378(e)?</p>	<p style="text-align: center;"> <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No         </p>										
<p>6. Provide a summary of the most prevalent results for pupils based on the graduation plans developed pursuant to Ed. Code 52380</p>											

# 2008-09 Consolidated Application Comment Form

Page Number

CD Code

Page 48: CAHSEE Supplemental Annual  
Report

1964444

District Name

Culver City Unified

School Code

Comments

Based on 2007-2008 AB1802 meeting outcomes and graduation plans conducted during the meeting, we noticed that there was a higher passage on the next CAHSEE test administration among students whose parents attended the AB1802 meeting. Reflecting the importance of more parent involvement and information communicated between school counselor and parent regarding student progress and graduation requirements.

# 2008-09 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

<p><b>Purpose:</b> To maintain a complete listing of contact information for each district.</p>		<p>Agency: Culver City Unified</p>
<p><b>CDE Contact:</b> Linda Parker -- (916) 319-0297 -- LParker@cde.ca.gov</p>		<p>CD code: 1   9   6   4   4   4</p>
<p><b>Consolidated Application</b></p>	<p>Name: Leslie Lockhart                  Title: Director, Special Projects                  Phone: (310) 842-4220 Ext. 4367                  FAX: (310) 842-4249                  E-mail: leslielockhart@ccusd.org</p>	<p>Salutation:                  E-mail: leslielockhart@ccusd.org</p>
<p><b>Title I, Part A</b></p> <p><input type="checkbox"/> Contact is N/A</p>	<p>Name: Leslie Lockhart                  Title: Director, Special Projects                  Phone: (310) 842-4220 Ext. 4367                  FAX: (310) 842-4249                  E-mail: leslielockhart@ccusd.org</p>	<p>Salutation:                  E-mail: leslielockhart@ccusd.org</p>
<p><b>Title I Neglected or Delinquent</b></p> <p><input checked="" type="checkbox"/> Contact is N/A</p>	<p>Name:                  Title:                  Phone: ( ) - Ext. ( )                  FAX: ( ) ( )                  E-mail:</p>	<p>Salutation:                  E-mail:</p>
<p><b>Parent/Family Involvement</b></p> <p><input type="checkbox"/> Contact is N/A</p>	<p>Name: Leslie Lockhart                  Title: Director, Special Projects                  Phone: (310) 842-4220 Ext. 4367                  FAX: (310) 842-4249                  E-mail: leslielockhart@ccusd.org</p>	<p>Salutation:                  E-mail: leslielockhart@ccusd.org</p>
<p><b>Title II, Part A (Teacher Quality)</b></p> <p><input type="checkbox"/> Contact is N/A</p>	<p>Name: Leslie Lockhart                  Title: Director, Special Projects                  Phone: (310) 842-4220 Ext. 4367                  FAX: (310) 842-4249                  E-mail: leslielockhart@ccusd.org</p>	<p>Salutation:                  E-mail: leslielockhart@ccusd.org</p>
<p><b>Title III, Part A (LEP/Immigrant)</b></p> <p><input type="checkbox"/> Contact is N/A</p>	<p>Name: Leslie Lockhart                  Title: Director, Special Projects                  Phone: (310) 842-4220 Ext. 4367                  FAX: (310) 842-4249                  E-mail: leslielockhart@ccusd.org</p>	<p>Salutation:                  E-mail: leslielockhart@ccusd.org</p>

# 2008-09 Consolidated Application Contact Pages

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<p><b>Title IV (SDFSC) and TUPE</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Name</td> <td colspan="3">Leslie Lockhart</td> </tr> <tr> <td>Phone</td> <td>(310) 842-4220</td> <td>Ext.</td> <td>4367</td> </tr> <tr> <td colspan="4"> <input type="checkbox"/> Contact is N/A                 </td> </tr> </table>	Name	Leslie Lockhart			Phone	(310) 842-4220	Ext.	4367	<input type="checkbox"/> Contact is N/A			
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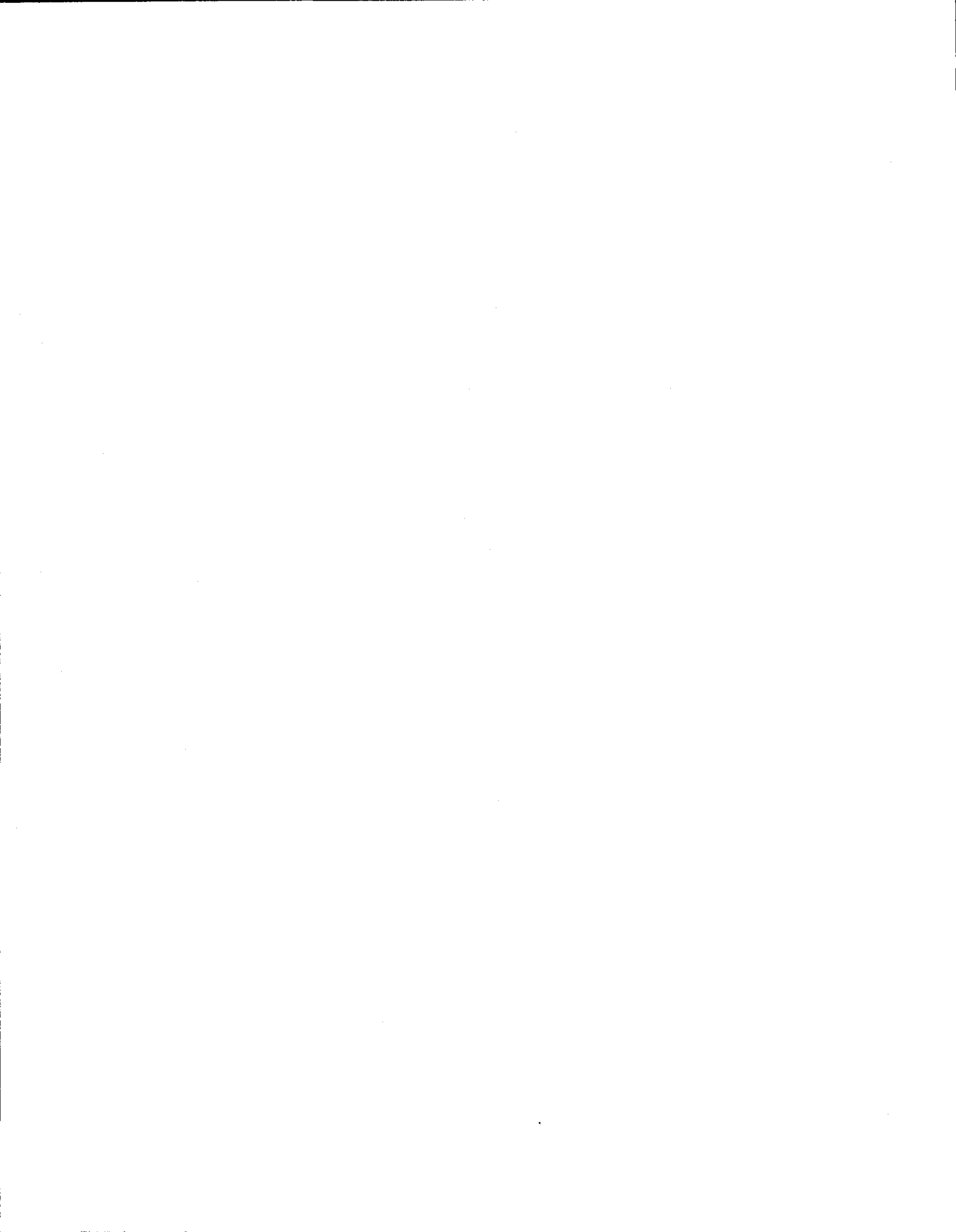
<p><b>Supplemental Educational Services</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Name</td> <td colspan="3">Leslie Lockhart</td> </tr> <tr> <td>Phone</td> <td>(310) 842-4220</td> <td>Ext.</td> <td>4367</td> </tr> <tr> <td colspan="4"> <input type="checkbox"/> Contact is N/A                 </td> </tr> </table>	Name	Leslie Lockhart			Phone	(310) 842-4220	Ext.	4367	<input type="checkbox"/> Contact is N/A			
Name	Leslie Lockhart												
Phone	(310) 842-4220	Ext.	4367										
<input type="checkbox"/> Contact is N/A													

<p><b>Foster Youth Education Liaison</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Name</td> <td colspan="3">Rosemary Ecker</td> </tr> <tr> <td>Phone</td> <td>(310) 842-4220</td> <td>Ext.</td> <td>4201</td> </tr> </table>	Name	Rosemary Ecker			Phone	(310) 842-4220	Ext.	4201
Name	Rosemary Ecker								
Phone	(310) 842-4220	Ext.	4201						

<p><b>Homeless Liaison</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Name</td> <td colspan="3">Rosemary Ecker</td> </tr> <tr> <td>Phone</td> <td>(310) 842-4220</td> <td>Ext.</td> <td>4201</td> </tr> </table>	Name	Rosemary Ecker			Phone	(310) 842-4220	Ext.	4201
Name	Rosemary Ecker								
Phone	(310) 842-4220	Ext.	4201						

<p><b>Rural Education Achievement Program (REAP)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Name</td> <td colspan="3">Rosemary Ecker</td> </tr> <tr> <td>Phone</td> <td>(310) 842-4220</td> <td>Ext.</td> <td>4201</td> </tr> <tr> <td colspan="4"> <input checked="" type="checkbox"/> Contact is N/A                 </td> </tr> </table>	Name	Rosemary Ecker			Phone	(310) 842-4220	Ext.	4201	<input checked="" type="checkbox"/> Contact is N/A			
Name	Rosemary Ecker												
Phone	(310) 842-4220	Ext.	4201										
<input checked="" type="checkbox"/> Contact is N/A													

<p><b>School Safety &amp; Violence Prevention AB 1113, 1999</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Name</td> <td colspan="3">Leslie Lockhart</td> </tr> <tr> <td>Phone</td> <td>(310) 842-4220</td> <td>Ext.</td> <td>4367</td> </tr> </table>	Name	Leslie Lockhart			Phone	(310) 842-4220	Ext.	4367
Name	Leslie Lockhart								
Phone	(310) 842-4220	Ext.	4367						





## BOARD REPORT

1/27/09

14.2g

### **14.2g Approval is Recommended for the Proposed Adult Education Program at Culver City Adult School – 2009 Spring/Summer Trimester for Adults**

The Adult School plans to offer a spring/summer program for adults again this year. Classes will be similar to those offered during past sessions. The spring trimester for adults is scheduled to begin on April 20, 2009 and end June 20, 2009, for a total of nine weeks. The summer session is scheduled to begin on July 1, 2009 and end on July 25, 2009, for three and one-half weeks.

The adult school plans to offer classes in the following areas: English as a Second Language, Adult Basic Education, High School Subjects, Community Based English Tutoring (CBET), Career & Technical Education and Older Adult Programs. Additionally, the adult school will continue to offer the Distance Learning Program which has proven to be very successful with our E.S.L. students.

In addition to the A.D.A. program, the adult school again plans to offer community service (fee-based) classes in the area of Music, Computer Education, Culinary Arts, Gardening, Health and Fitness Activities, Languages and Personal Growth.

#### **NEW FEE-BASED CLASSES:**

**Machine Quilting:** In this class students will learn to make heirloom quilts by machine. Students will also learn the basic skills of choosing fabric color, color value, rotary cutting, and sewing an accurate ¼ inch seam. Students will be able to use a versatile quilt pattern to make beautiful quilts from crib size to king size.

**Machine Quilting “ABC-123” Baby Quilt & Jiffy Tote:** This class is designed to make a quick and easy baby quilt and tote bag. Successful completion of this course will provide students with the basic skills of choosing fabric, rotary cutting, sewing an accurate ¼ inch seam, piecing, fusible web, quilting, binding and much more.

**RECOMMENDED MOTION:** That the Board approves the Adult Education Program - 2009 Spring/Summer Trimester for Adults.

Moved by:

Seconded by:

Vote:

**BOARD REPORT**

**1/27/2009**  
**14.2h**

**14.2h Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Culver City Middle School**

Education Codes 52853 and 52855 require school plans to be annually reviewed, revised and submitted to the Board of Education for approval. Culver City Middle School is submitting their Single Plan for Student Achievement.

RECOMMENDED MOTION:            That the Board approve the Single Plan for Student Achievement, as submitted, for Culver City Middle School.

Moved by:

Seconded by:

Vote:

SCHOOL: \_\_\_\_\_

**SINGLE PLAN FOR STUDENT ACHIEVEMENT  
REVIEWING CHECKLIST**

<u>Yes</u>	<u>Needs Improvement</u>	<u>No</u>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>I. Cover Sheet</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>II. School Vision and Mission</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>III. School Profile</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>IV. Comprehensive Needs Assessment Components</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A. Data Analysis</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>B. Surveys</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>C. Classroom Observation</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>D. Student Work and School Documents</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>E. Analysis of Current Instructional Program</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>V. Description of Barriers and Related School Goals</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>VI. Planned Improvement in Student Performance</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A. Appendix A – School and Student Performance Data</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>B. Appendix B – Analysis of Current Instructional Program</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>C. Appendix C – Programs Included in this Plan</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>D. Appendix D – Recommendations and Assurances</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>E. Appendix E – Home School Compact</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>F. Appendix F – School Site Council Membership</b>

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PLAN READ BY: \_\_\_\_\_ DATE: \_\_\_\_\_

## The Single Plan for Student Achievement

### Culver City Middle School

School Name

19-64444-6057608

CDS Code

Date of this revision: December 11, 2008

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jon Pearson  
Position: Principal  
Telephone Number: 310-842-4200  
Address: 4601 Elenda St.  
Culver City, CA 90230  
E-mail Address: jonpearson@ccusd.org

### Culver City Unified School District

School District

Superintendent: Dr. Myrna Rivera Cote  
Telephone Number: (310) 842-4220  
Address: 4034 Irving Place  
Culver City, CA 90232  
E-mail Address: myrnariveracote@ccusd.org

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_

## II. School Vision and Mission

The mission of the Culver City Unified School District, a diverse haven of excellence, is to ensure that each student possesses the academic and personal skills necessary to achieve his/her highest potential as a valued, responsible member of society by providing challenging, personalized educational experiences in a safe, nurturing environment and by fostering a passion for teaching and learning with committed parent and community involvement.

### BELIEFS

We believe that:

- Each person deserves to be safe.
- Everyone deserves to be treated with respect.
- Honoring diversity makes us stronger
- Peace is worth pursuing
- The quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits.
- Everyone has a right to a belief system.
- Aesthetics is essential to life.
- We are responsible for ourselves and accountable to each other.
- Individuals have the right to express their views, opinions and thought.
- The sense of family and belonging is integral to our lives.
- Everyone has the right to preserve his/her dignity.
- Each person has the capacity for goodness.

### CULVER CITY MIDDLE SCHOOL MISSION STATEMENT

The mission of Culver City Middle School, a culturally diverse and environmentally active learning community, is to ensure that all students are provided a challenging educational program that will foster integrity, respect, and a passion for success in our ever-changing global environment by bringing the resources available in our unique city together to achieve this goal.

### WE BELIEVE:

- All students can learn.
- Family and community partnerships are integral to student's learning.
- School should meet the needs of every student to promote active learning.
- Students and staff will learn from each other and respect one another's contributions and diversity.
- The school's facilities must be safe, aesthetically pleasing, and conducive to learning.
- Character and academic expectations should be clearly defined.
- Environment encourages open communication and dialogue among staff, students, and families.

### III. School Profile

Culver City Middle School, a 2003-2008 California School to Watch – Model Middle School, is one of nine schools in the Culver City Unified School district. There are five elementary schools, one middle school, one high school, an alternative high school and an independent study school. The district also has an adult school and the Office of Child Development. Culver City Middle School serves a diverse student body, ethnically, linguistically and economically, of 1532 sixth, seventh and eighth grade students. It is located in the small community of Culver City, which is five freeway miles west of downtown Los Angeles and is surrounded by the city of Los Angeles. Culver City encompasses 4.74 square miles and has a population of about 41,500. The school is situated in a neighborhood of tree-lined streets, manicured lawns and well kept homes, which were probably built in the 40s and 50s. It is buffered on the south side by the La Ballona Creek and a bike path which runs to the ocean. Originally, Culver City Middle School was built in the 1940s as a high school. When the new high school was built in the 1950s, the school became a junior high school, and then, in the early 1980s, in accordance with Caught in the Middle, it was transformed into a middle school.

According to the California Basic Educational Data System (CBEDS) report dated October 2007 our student population is 42.4% Hispanic, 21.6% Caucasian, 21.3% African-American, 10.6% Asian, 1.7% Filipino, .007% Pacific Islander, .003% American Indian or Alaska Native and 1% Multiple or no response. English language learners are 24% of our student population. In excess of 25 languages are spoken on our campus. We became a Title I school in 1998 with 39% low income students.

Culver City Middle School has a staff of dedicated, caring and well-trained personnel who provide programs which give students equal access to the core curriculum. The principal and the staff have worked together to form a collaborative endeavor for the common goal of making a learning/sharing environment which is good for all students, staff, parents and community. A collaborative effort is in place in which understanding, listening, and constructive feedback are essential for success. Parents participate in PTSA, School Site Council, ELAC, GATE Advisory Council and the Panther Partners (formally Booster Club). Culver City Middle School has a sense of community with shared responsibility for all involved persons. All people and their opinions are valued and respected. This educational community is not afraid to take risks when it effects change and leads to achieving goals.

Culver City Middle School strives to attain the goals set by Caught in the Middle, Taking Center Stage and the State Department of Education's Standards. Culver City Middle School is student-centered and believes that students are our greatest resources and most promising leaders. Interdisciplinary teams have been established and interdisciplinary curriculum developed which encourages cooperative and collaborative learning and stresses higher level thinking skills. Teachers have high expectations for all students and provide students with opportunities to use the multiple intelligences throughout the curriculum. Academics, creativity and imagination are stressed. We address the needs of all students in our diverse population and have created lessons and festivals, which accentuate cross-cultural understanding and interaction. Several times during the year, students and teachers plan and present a lunch time festival which recognizes the cultures and traditions of our various populations. Students participate by wearing traditional dress and are provided hands-on, high interest activities such as arts and crafts, food tasting, music and dancing. Courses are provided in our extended-day program. Before and after school care is provided in collaboration with the YMCA and Culver City's Park and Recreation Department. Tutoring, conflict resolution, Mock Trial, Science Olympiad, Title I classes, peer counseling and athletics are just some of the offerings that are provided for students. Culver City Middle School has four computer labs and each teacher has at least one computer in the classroom with Internet access. A majority of our teachers have and use LCD projectors. We have a fully staffed library with computers.

The Culver City Middle School staff is committed to providing the best education for all students. We are striving to prepare our students for the challenges of the new millennium in our ever changing global environment.

#### IV. Comprehensive Needs Assessment Components

##### A. Data Analysis (See Appendix A)

The school site council has analyzed the available student performance data for all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The council has also obtained and considered the input of the school community.

Culver City Middle School's Academic Performance Index (API) continues to steadily rise. In 2007-2008, our API increased by 30 points to 800, achieving our goal. We are very proud of what we are doing to close achievement gaps among our minority students. The following is a breakdown of our "Subgroup API" and the gains that they have made.

Subgroup API 2007-2008 Growth  
 African American 778 +42  
 Asian 905 +29  
 Hispanic 747 +28  
 White 863 +30  
 Socio-Disadvantaged 731 +32  
 English Learners 705 +27  
 Students W/Disabilities 564 +54

This year, CCMS made its Adequate Yearly Progress (AYP) under the No Child Left Behind Law (NCLB) in 33/33 Subgroups.

Student groups performing below performance standards:

Title I: The non-Title I students continue to perform better at proficient or advanced levels than the Title I students on the California Content Standards Test (CST) in English/Language Arts.  
 Percentage of Title 1 students meeting AYP: 15%  
 Percentage of non-Title 1 students meeting AYP: 73%

EL: The non-EL students continue to perform better at proficient or advanced levels than EL students on the CST in English/Language Arts.  
 Percentage of EL students meeting AYP: 18%  
 Percentage of English Only students meeting AYP: 64%

Special Education: The non-RSP students continue to perform better at proficient or advanced levels than RSP students on the CST.  
 Percentage of Special Education students meeting AYP: 16%  
 Percentage of General Education students meeting AYP: 63%

However, there were significant improvements in all three significant subgroups in CST scores when compared to the 2007 performance:

Title I students improved 32 points.  
 EL students improved 27 points.  
 Students with Disabilities improved 54 points.

##### B. Surveys

As a "California School-to-Watch," we are required to perform a Self-Study every three years. The four components of "Schools to Watch" are Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Structures and Processes. According to the data, our faculty believe we are doing an excellent job. A score of "4" on the rubric indicates that "the practice is highly and completely implemented, systemic, and coherent in every classroom and by every teacher across the school." A "3" indicated that "there is a high degree or maturing quality of implementation that is systemic. It may not be coherent or of the highest quality in every classroom and by every teacher, but certainly by most - 75% or better."

Our average score for the Academic Excellence component was 3.4 with the criteria describing their ability to provide instructional strategies that "include a variety of challenging and engaging activities that are clearly related to the grade-level standards, concepts, and skills being taught" receiving the highest score of 3.7. A common piece of evidence mentioned was that teachers intentionally plan for variation with standards in mind.

Data from our Self-Study indicates that our faculty believes we have room for improvement in the area of Developmental Responsiveness, scoring a total average of 3.35. The criteria describing our ability to provide students with "multiple opportunities to explore a rich variety of topics and interests in order to develop their identity, learn about their strengths, discover and demonstrate their own competence, and plan for their future" scored a 3.7, due to counselors providing ample guidance for future goals and teachers creating meaningful activities.

Data from our Self-Study in the Social Equity component indicates that our faculty believes we are a "socially equitable, democratic and fair" providing "every student with high-quality teachers, resources, learning opportunities, and supports" achieving a total average score of 3.7. They identified the criterion that describes our reward system "designed to value diversity, civility, service, and democratic citizenship" as our strongest with an average score of 3.9. A common piece of evidence described that students are recognized for their individuality and programs that award positive attributes and deeds.

Data from our Self-Study indicates that our faculty believes that Organizational Structures and Processes is our strongest component scoring an average total score of 3.9. The criterion describing how we "work with colleges and universities to recruit, prepare, and mentor novice and experienced teachers" received a perfect score. More importantly, we felt strongly about our performance in including "families and community members in setting and supporting the school's trajectory toward high performance," another criterion worth mentioning.

According to the Self-Study Rubric, our faculty believes that as a school, we need to do a better job using "an interdisciplinary approach to reinforce important concepts, skills, and addressing real-world problems," as stated in the Developmental Responsiveness component. One goal will be to plan a grade level, thematic, interdisciplinary, team project once per semester. In order to achieve this goal, CCMS Administration must provide opportunities "to enhance student achievement by working with colleagues to deepen their knowledge to improve their standards-based practice," as stated in the Academic Excellence component. We already have common, grade-level planning periods for each subject, in addition to Department and Team meeting time; however, a goal will be to find funding to support teachers during their collaboration time with specific trainings.

### **C. Classroom Observations**

CCMS teachers adhere to and provide lessons based upon the California State Teaching Standards. When entering a CCMS classroom, you will see teachers and students engaged in the following: (1) Anticipatory Set--Teachers familiarize students with the Standard to be covered and provide a focus for the daily lesson. Students are given a "preview" into the material to be covered. (2) Input--Teachers provide their students with direct instruction to transfer information. (3) Checking for Understanding--Teachers pose questions to their classes on a whole group or individual basis. Utilizing this principle, teachers gain instant feedback and can restructure lessons as needed. (4) Guided Practice--Students are given an opportunity to practice using the informations or concepts transmitted through the Input phase. The teacher assigns a task and students work to demonstrate mastery under the observation of the teacher. (5) Closure--Before moving on to another concept or dismissing class, teachers include an exercise to solidify the day's lesson. Closure can take the shape of a brief question and answer session or a short reflection activity. (6) Independent Practice--When instruction is complete, teachers give the students an opportunity to individually engage in an assignment to show mastery of the concepts presented. Independent Practice can be ongoing.

CCMS values providing classroom environments in which students feel safe, nurtured, and confident in their abilities. Teachers work to build these value throughout the course of the year. As such, teachers are encouraged to post student work samples and relevant content area posters and displays. Classroom instruction is bell to bell, with teachers maximizing on the instructional minutes available. As CCMS works with in the block schedule model, students attend all six classes on Monday, including a 10 minute homeroom period. Classes on Monday are approximately 50 minutes in duration. On Tuesdays and Thursdays, students attend periods homeroom, one, three, and five. On Wednesdays and Fridays, students attend periods homeroom, two four and six. Classes scheduled Tuesdays through Fridays are approximately 90 minutes in duration.

At CCMS, it is a school-wide ambition to instruct students with the latest research-based instructional practices. The staff is trained in Robert Marzano's "Classroom Instruction that Works," which includes, but is not limited to: Identifying Similarities and Differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Non-linguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypothesis, and Cues, Questions, and Advance



Organizers.

We pride ourselves on offering students a meaningful, standards-based curriculum that will prepare them for real life. We are also making strides at closing the "achievement gaps" among our diverse body of students.

Our high level of commitment to focus on the area of technology is evident. Over 60% of our teachers utilize LCD projectors with streaming video resources regularly in their classrooms. We have multiple departments utilizing technology such as Smart Boards, response clickers and computer write pads. Our school was the recipient of a technology grant through LACOE where 6th grade language arts teachers were trained to incorporate technology into the curriculum using digital cameras, LCD projectors, etc. We are pleased to have launched a new web site to foster parent involvement and communication.

#### **D. Student Work and School Documents**

Students produce a variety of work, including labs, reports, research papers, projects, and portfolios. Students also are assessed in more traditional ways, such as quizzes, tests, and Benchmark Assessments.

#### **E. Analysis of Current Instructional Program (See Appendix B)**

The following statements characterize the status students achievement and educational practice at this school. The conclusions reached in this section are used to determine improvements described in following sections of the plan. In characterizing the strength of each educational program element listed below, it may help to use a scale such as "exceptional", "adequate", "limited", and "minimal." Choose the organizers that relate to the purposes of your plan.

#### **PROGRAM ELEMENTS RATING**

1. Alignment of curriculum, instruction, and materials to content and performance standards: Exceptional
2. Alignment of staff development to content standards, assessed student performance and professional needs: Exceptional
3. Availability of standards-based instructional materials appropriate to all student groups: Exceptional
4. Number and percentage of teachers in academic areas experiencing low student performance: Adequate
5. Intervention service now provided by the regular school program to enable low-performing students to meet standards: Exceptional
6. Intervention services now provided by categorical funds to enable low-performing students to meet standards: Limited
7. School, district and community provide support for improvements in student achievement: Exceptional
8. Use of results of state and local assessments to modify instruction and improve student achievement: Exceptional

CCMS top three program elements with the highest ratings:

1. Alignment of curriculum, instruction and materials to content and performance standards.
2. Alignment of staff development to content standards, assessed student performance and professional needs.
3. Availability of standards-based instructional materials appropriate to all student groups.

CCMS target for growth three program elements with the lowest ratings:

1. Number and percentage of teachers in academic areas experiencing low student performance.
2. Increasing the quality of intervention programs to assist Title I, ELL, and Special Education students to make AYP.
3. Finding additional resources to support intervention programs due to reduced categorical funds.

## V. Description of Barriers and Related School Goals

Possible underlying causes for low performance:

limited background knowledge and experience  
developmental issues  
family issues  
poor study skills  
little homework support

Statement of Performance Improvement Targets/Goals, including actions steps or tasks to be accomplished to meet objectives for the School Plan:

Analyze test scores (CST and Galileo Benchmark Assessments) and work in teams and departments to create curriculum and lessons to address the standards and address the areas that need improvement.

Continue working on English Language Arts standards - word analysis and vocabulary development, reading comprehension, literacy response and analysis, and writing strategies to bring students to proficient/advanced levels.

Continue working on math standards - algebra and functions, statistics, data analysis, and probability, multistep problems, graphing, and functions to bring students to proficient/advanced levels.

Continue to provide intervention programs for all students including English Learners, Title I, and RSP students.

Bring English Learner programs participants who have stagnated at the intermediate fluency level to proficient/advanced language levels according to AYP.

Revise curricular plans to address the needs of all students.

Utilize instructional aides for targeted instruction.

Provide technology to improve communication, including training.

Administer multiple assessments to improve teaching strategies.

Offer parent education and participation opportunities.

Ongoing Staff Development, including summer staff development, conferences, supplemental reading materials, continued training on differentiated instruction, multiple intelligences, best practices, etc.

Continue to encourage writing across curriculum.

Provide regular communication between home and school.

Provide a safe learning environment, i.e. Safe School Plan.

Enhance and increase students' self esteem: character education; tangible and intangible rewards; opportunities for student leadership; opportunities for students to participate in co-curricular activities.

Enable students to attend educational, standards-based field trips.

**VI. Planned Improvements in Student Performance**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<b>SCHOOL GOAL # 1</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Assisting Students with Disabilities to improve performance in the classroom and on the California Standards Test (CST) in English/Language Arts and math. By the end of the year, 46% of our RSP students will score "Proficient" or "Advanced" on the California Standards Test in English/Language Arts and 47% in math.	
<b>Student groups and grade levels to participate in this goal:</b> Special Education students grades 6,7,and 8	<b>Anticipated annual performance growth for each group:</b> Improved performance on CST as defined by NCLB requirements
<b>Means of evaluating progress toward this goal:</b> School records CST Scores	<b>Group data to be collected to measure academic gains:</b> Benchmark Assessments CST Scores

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal <sup>(1)</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>(38)</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures <sup>(39)</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Staff, including counselors, teachers, coordinators, administration, and parents will determine how to best meet the needs of Special Education students.	September, 2008-June, 2009	Special Education Department meetings, IEP meetings	0	n/a
Staff will assess each student and provide student with an appropriate educational program.	September, 2008-June, 2009	Administration, counselors, special education department	0	n/a
All aides will work under the supervision of certified personnel. They will work under the supervision of certificated personnel. They will work directly with students for a minimum of 80% of the time. An instructional aide may spend no more than 20% of the time on clerical tasks.	September, 2008-June, 2009	special education teachers, administration	0	n/a
An Individualized Education Plan (IEP) is developed for each Special Education participant by parent/guardian and appropriate personnel. Continuous monitoring and provisions are made as student progresses.	September, 2008-June, 2009	administrator, counselor, psychologist, special education teacher, general education teacher	0	n/a
Staff will ensure that students in special programs are mainstreamed into regular classes as appropriate.	September, 2008-June, 2009	administrator, counselor	0	n/a
Infuse technology into all subject areas	September, 2008-June, 2009	administration, technology committee	0	n/a

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.  
 (38) List the date an action will be taken or will begin, and the date it will be completed.  
 (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

VI. Planned Improvements in Student Performance (continued)

<p><b>SCHOOL GOAL #2</b>  <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b>                  Assist English Language Learners in the areas of English reading comprehension, writing, and math. In addition, by the end of the year, 46% of our EL students will score "Proficient" or "Advanced" on the California Standards Test in English/Language Arts and 47% in math.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  English Language Learners                  Grade 6, 7, 8</p>	<p><b>Anticipated annual performance growth for each group:</b>                  Improved performance on CST as defined by NCLB requirements</p>
<p><b>Means of evaluating progress toward this goal:</b>                  School Records                  CST scores</p>	<p><b>Group data to be collected to measure academic gains:</b>                  Benchmark Assessments                  CST scores</p>

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal <sup>(1)</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>(38)</sup> Completion Date	Proposed Expenditures <sup>(39)</sup>	Estimated Cost	Funding Source
Department uses teacher observation and tests, CELDT test, District Writing Prompts, and the State of California English Language Development Standards to establish a baseline for assessing student growth. Also, Coordinator will organize parent meetings (ELAC) to distribute program information, including Home-School Compact and collaborate about satisfying needs of EL students and families.	September, 2008-June, 2009	ELD Coordinator	27,546.26 27,546.26	General Fund EIA
Department selects one or two District/State Standards, which the baseline data indicates are areas in need of improvement. The standards will be determined based on the data from the CST's and our benchmark assessments.	September, 2008-June, 2009	Faculty	0	n/a
Department determines which strategies for improving student performance in reading comprehension, writing, and math will be used during the year. During grade-level, common prep periods, best practices will be discussed and shared in order to improve teaching, specifically to reach students who are scoring "Basic," "Below Basic," and "Far Below Basic."	September, 2008-June, 2009	Faculty	0	n/a
Teachers select and purchase supplemental ELD material which support the standards and support student learning in relationship to the ELD standards.	September, 2008-June, 2009	Faculty	1399.00	ELAP
Departmental or categorical funds (SI, ELAP, Title 1) will be used for release time or extra-assignment activities (Saturday Success Academy), which support student achievement in English Language development.	September, 2008-June, 2009	Faculty Translation	2160.00 1399.00	ELAP ELAP
Instructional aide will be used for support in the EL classrooms and department.	September, 2008-June, 2009	Classified staff	35,332.18	EIA
Credentialed faculty will instruct literacy course for EL students.	September, 2008-June, 2009	Certificated staff	86,105.00	SI

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

(39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #3</b> (Based on conclusions from Analysis of Program Components and Student Data pages) Assist Title 1 students' performance in reading comprehension and math. By the end of the year, 46% of our EL students will score "Proficient" or "Advanced" on the California Standards Test in English/Language Arts and 47% in math.	
<b>Student groups and grade levels to participate in this goal:</b> Title 1 Students Grade 6, 7, 8	<b>Anticipated annual performance growth for each group:</b> Improved performance on CST as defined by NCLB requirements
<b>Means of evaluating progress toward this goal:</b> School Records CST Scores	<b>Group data to be collected to measure academic gains:</b> Benchmark Assessments CST Scores

<b>SCHOOL GOAL #3</b>				
Actions to be Taken to Reach This Goal <sup>(1)</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>(38)</sup> Completion Date	Proposed Expenditures <sup>(39)</sup>	Estimated Cost	Funding Source
Determine which students are eligible for Title 1.	June, 08-September, 08	Administrator Title 1 teacher Counselor	0	n/a
Place eligible incoming 6th graders into Title 1 reading and math elective.	June, 08-September, 08	Administrator Title 1 teacher Counselor	0	n/a
Instruct using proven, innovative methods based on data from diagnostic test in reading and math on a quarterly basis.	September, 08-June, 09	Title 1 teacher	38,172.19 28,629.14 28,629.14	General Fund Title 1 SI
Provide Algebra Readiness and proficiency classes for students not proficient in math.	September, 08-June, 09	Title 1 teacher	64,668.66	Title 1
Provide supplementary instruction for 6th grade students not proficient in math.	September, 08-June, 09	Title 1 teacher	55,092.52	Title 1
Meet with at-risk students on a regular basis to monitor progress and provide support, including parent meetings, distribution of information, including Home-School Compact.	September, 08-June, 09	Title 1 Counselor	102897.70	School Counselor
Provide instructional supplies, including software. Some curriculum, including, "Introduction to Algebra" has consumable packets that need to be replaced each year. It gives kinesthetic learners an opportunity to access the information more effectively. Also, our Skill Builders class utilizes a program called "Reading Naturally" which requires an inservice.	September, 08-June, 09.	Title 1 Teacher	10,000.00	Title 1
Provide funding for teachers to attend workshops, including AVID conference aimed at non-proficient students.	September, 08-June, 09	Administrators / District	10,173.25	Title 1
Offer Supplementary Educational Services to students scoring "Below Basic" and "Far Below Basic."	November, 08-June, 09	Administrators / District	40,000.00	Title 1
Provide students the opportunity to join our "Advancement Via Individual Determination" (AVID) program. AVID teachers and counselors receive training and students receive tutoring support.	August, 2008-June, 2009	AVID Coordinator, AVID teachers, AVID counselor,  AVID tutors	15,490.00	SI

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.  
 (38) List the date an action will be taken or will begin, and the date it will be completed.  
 (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

**VI Planned Improvements in Student Performance (continued)**

<p><b>SCHOOL GOAL #4</b>                  (Based on conclusions from Analysis of Program Components and Student Data pages)                  Assisting students who are performing "Basic," "Below Basic," or "Far Below Basic" in reading comprehension and math. In addition, by the end of the year, 46% of our EL students will score "Proficient" or "Advanced" on the California Standards Test in English/Language Arts and 47% in math.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  Any student scoring "Basic," "Below Basic," or "Far Below Basic" on CST's in grade 6, 7, and 8.</p>	<p><b>Anticipated annual performance growth for each group:</b>                  Improved performance on CST as defined by NCLB requirements.</p>
<p><b>Means of evaluating progress toward this goal:</b>                  Student Records                  CST scores</p>	<p><b>Group data to be collected to measure academic gains:</b>                  Benchmark Assessment                  CST scores</p>

<b>SCHOOL GOAL #4</b>				
<b>Actions to be Taken to Reach This Goal (1)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date(38)</b> <b>Completion Date</b>	<b>Proposed Expenditures (39)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
After-school intervention programs will be available to students who need to raise test levels to "proficient."	November, 2008-June, 2009	Certificated faculty	9000.00	State Intervention fund
Saturday Success Academy will be available to 8th grade students who need extra support for their academic classes.	December, 2008-June, 2009	Administration, certificated faculty	9765.00	State Intervention fund
Administration and certificated faculty will survey teachers regarding which Intervention Programs they would be interested in teaching.	September, 2008	Administration	0	n/a
Administration will write and publish Intervention School Program Directory for each session offered. It will contain information for students, staff, and parents detailing description of classes offered, schedule, and enrollment instructions and deadlines.	September, 2008	Administration, Classified staff	0	n/a
Administration will submit personnel requisitions to the district business office for each teacher who is paid to direct an Intervention/Enrichment Program	October, 2008	Administration, Classified staff	0	n/a
Administration will develop lists of students who enroll as well as attendance sheets for each class. Teachers will take attendance for each of their classes and turn in the forms to the school office.	November, 2008-June, 2009	Administration, Classified staff	0	n/a
Student referrals will come from teachers, counselors, Teacher on Special Assignment, and Administrators based on CST scores, Benchmark Assessments, and classroom assessments.	October, 2008-June, 2009	Administration, Counselors, Certificated faculty	0	n/a
Administration will do an evaluation of the Intervention/Enrichment Programs by surveying students and teachers.	June, 2009	Administration	0	n/a
Administration will report Intervention/Enrichment Program process, budget, and evaluation to CCMS Site Council, Title 1, ELAC, and Booster Club after each session the program is offered.	June, 2009	Administration	0	n/a

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

(39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

**VI Planned Improvements in Student Performance (continued)**

<p><b>SCHOOL GOAL #5</b>  <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b>                  Ensure that students are assessed with formative assessments and that the data is used to build a culture of continuous improvement. Teachers will then be given opportunities to analyze data and collaborate to discuss intervention strategies for subjects, classes, and teachers. By the end of the year, 46% of our RSP students will score "Proficient" or "Advanced" on the California Standards Test in English/Language Arts and 47% in math.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  Grade 6, 7, 8 students</p>	<p><b>Anticipated annual performance growth for each group:</b>                  Improved performance on CST as defined by NCLB requirements</p>
<p><b>Means of evaluating progress toward this goal:</b>                  School Records                  CST Scores</p>	<p><b>Group data to be collected to measure academic gains:</b>                  Benchmark Assessments                  CST scores</p>

<b>SCHOOL GOAL #5</b>				
<b>Actions to be Taken to Reach This Goal <sup>(1)</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>(38)</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures <sup>(39)</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Teachers will be given time through Staff Development days before the school year begins, during common, grade-level prep periods, and monthly trainings to learn about the technology component of West Ed/Galileo, to collaborate to identify "essential standards," analyze data, and discuss "best practices" to be used in the classroom.	August, 2008- June, 2009	West Ed/Galileo	30,304.91	AB1802
Supplies will be purchased to support teacher training and collaboration.	September, 2008-June, 2009	Supplies	1,626.88	AB1802

- (37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.
- (38) List the date an action will be taken or will begin, and the date it will be completed.
- (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures



**Appendix A - School and Student Performance Data**

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Number Included	1673	1598	1519	410	365	332	352	344	320	149	163	161
Growth API	765	770	800	841	833	863	728	736	778	871	876	905
Base API	759	761	770	842	839	833	725	723	736	858	872	876
Target	2	5	5	A	A	A	2	5	5	A	A	A
Growth	6	9	30	-1	-6	30	3	13	42	13	4	29
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Number Included	688	649	649	413	376	337	554	548	614	146	135	128
Growth API	714	720	747	672	678	705	692	699	731	483	510	564
Base API	704	710	719	653	667	678	685	689	699	522	483	510
Target	2	5	5	2	7	6	2	6	5	2	16	15
Growth	10	10	28	19	11	27	7	10	32	-39	27	54
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes

Appendix A - School and Student Performance Data (continued)

**Table 2 – Title III Accountability (District Data)**

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	917	859	791			
Percent with Prior Year Data	99.6%	92.4%	99.9%			
Number in Cohort	913	794	790	432	498	471
Number Met	585	414	511	173	170	221
Percent Met	64.1%	52.1%	64.7%	40%	34.1%	46.9%
NCLB Target	52.0%	48.7%	50.1%	31.4%	27.2%	28.9%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

## Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	848	875	923	280	254	249	171	173	183	103	121	130
Percent At or Above Proficient	50.9	54.8	60.8	68.3	69.6	75.0	48.6	50.4	57.2	70.5	74.2	80.7
AYP Target	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	252	273	320	110	117	127	188	225	275	13	17	31
Percent At or Above Proficient	36.9	42.1	49.3	26.6	31.1	37.7	34.2	41.1	44.8	8.9	12.6	24.2
AYP Target	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes

\* = AYP Target for Elementary/Middle Schools (2006=24.4%), (2007=24.4%), (2008=35.2%)

\*\* = AYP Target for High Schools (2006=22.3%), (2007=22.3%), (2008=33.4%)

Appendix A - School and Student Performance Data (continued)

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	667	647	747	226	193	208	94	99	131	101	112	117
Percent At or Above Proficient	40.2	40.5	49.2	55.4	52.9	62.7	26.8	28.8	40.9	69.2	68.7	72.7
AYP Target	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	100	100	100	100	100	100	99	100	100
Number At or Above Proficient	216	201	257	112	100	117	155	150	234	9	18	31
Percent At or Above Proficient	31.7	31.0	39.6	27.1	26.6	34.7	28.2	27.4	38.1	6.3	13.3	24.2
AYP Target	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes

\* = AYP Target for Elementary/Middle Schools (2006=26.5%), (2007=26.5%), (2008=37.0%)  
 \*\* = AYP Target for High Schools (2006=20.9%), (2007=20.9%), (2008=32.2%)

## Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2007-2008											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1												
2												
3												
4												
5												
6	2	4	19	35	25	45	6	11	3	5	55	
7	12	20	25	41	20	33	2	3	2	3	61	
8	14	24	22	38	18	31	2	3	2	3	58	
9												
10												
11												
12												
<b>Total</b>	28	16	66	38	63	36	10	6	7	4	174	

## Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)  
Analysis of the following will be used to modify instruction and improve student achievement:

- CST Scores
- Benchmark Assessments
- Department Assessments
- CELDT
- CAT 6 Scores

CCMS is exceeding performance goals.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)  
We are using data to monitor student progress on curriculum-embedded assessments and to modify instruction. Grade-level departments have common planning periods in order to meet, analyze data, and discuss best-practices. In addition, teachers have the opportunity to perform "learning walks" which allows them to observe their peers and provide critical feedback. In addition, teachers are trained in differentiated instruction in order to meet the needs of all students during class. After class, there is extra-support available as well in math, English/Language Arts, and social studies. 8th grade students looking to earn "make up" credit and English Learners receiving extra support have the opportunity to meet on Saturday as well.

CCMS is exceeding performance goals.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)  
All of our teachers are considered highly qualified as defined by NCLB.

CCMS is exceeding performance goals.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)  
Our Culver City Middle School Principal and Assistant Principal are currently enrolled in AB430 certification program through the Los Angeles County Office of Education and second Assistant Principal already has obtained her Tier 2, full administrative credential.

CCMS is meeting performance goal.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)  
100% of Culver City Middle School faculty is fully credentialed as defined by NCLB. Our beginning teachers are enrolled in a BTSA for two years, and all are encouraged to continue to develop professionally by attending workshops and conferences. Many are currently attending graduate school to earn additional degrees. All teachers have been trained on differentiated instruction and read Robert

Marzano's "Classroom Instruction that Works." During monthly Staff Meetings, teams will present effective Marzano and AVID strategies to their peers.

CCMS is exceeding performance goals.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

CCMS has aligned our staff development with the premise of "building a culture of continuous improvement." We have dedicated time and energy to identifying "essential standards" and assessing students through our technology-based West Ed/Galileo program. In August, 2007 and 2008, teachers met to prepare for the upcoming year and continue to meet and discuss during monthly Staff Meetings and grade-level Department meetings. At those meetings, data is analyzed, best-practices discussed, and interventions assigned. Monthly in-service workshops are held for teachers to learn how to best access and organize the information from the Galileo data base. Those teachers are then given the opportunity to share with their peers.

CCMS is exceeding performance goals.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

CCMS teachers participate in monthly in-service workshops to learn how to best access and organize the information from the Galileo data base. Those teachers are then given the opportunity to share with their peers. We currently have two "Teachers On Special Assignment" (TOSA) to implement the Galileo program and guide and support our faculty through this process.

We also have a BTSA Coordinator to help advise our beginning teachers and a GATE Coordinator to teach strategies to teachers who have Gifted and Talented students in their classes.

CCMS is exceeding performance goals.

8. Teacher collaboration by grade level (EPC)

CCMS teachers appreciate the opportunity to collaborate during grade-level department, common prep-periods. At these meetings, data is analyzed and best-practices and interventions discussed. In addition, teachers are given the opportunity to perform "learning walks" to observe their peers and provide critical feedback.

CCMS is exceeding performance goals.

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)  
CCMS teachers have spent a considerable amount of collaborative time aligning our curriculum to the California State Standards. Through our West/Ed Galileo technology program, "essential standards" were identified by analyzing past CST's and noting which standards had the most questions. Grade-level departments then constructed pacing guides and created common assessments so their curriculum would be consistent. Common prep-periods allow teachers to analyze data from classroom assessments and Galileo Benchmark Assessments to identify standards that need to be re-taught, students who need extra support, and lessons/practices that need reflection.

CCMS is exceeding performance goals.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)  
CCMS adheres to recommended instructional minutes for reading/language arts and mathematics. For at least 230 minutes per week, each CCMS student participates in reading/language arts and math classes, respectively. In addition, for 80 minutes per week, students engage in "Sustained Silent Reading."

CCMS is exceeding performance goals.

11. Lesson pacing schedule (EPC)

CCMS teachers collaborate each year to determine the lesson pacing guide for their grade-level subject. The initial planning takes place at Staff Development in August and continues throughout the year during

common grade-level prep periods. At these meetings, teachers discuss student progress and opportunity for interventions, which may take place during the class period through differentiated instruction or after-school tutoring.

CCMS is exceeding performance goals.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)  
CCMS provides instructional materials appropriate to all student groups. Each student has access to textbooks while in class, and is given a textbook to take home for the year for homework and to use as a resource. We currently have four computer labs and each teacher has at least one computer in the classroom with Internet access. We have a fully staffed library with computers.

CCMS is exceeding performance goals.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)  
CCMS uses, as per California Department of Education, "instructional materials that are designed for use by pupils and their teachers as a learning resource and help pupils acquire facts, skills, or opinions or develop cognitive processes. Instructional materials may be printed or nonprinted, and may include textbooks, technology-based materials, other educational materials, and tests. This includes Web-based and electronic textbooks."

Currently, our English/Language Arts uses textbooks published by Holt, Social Studies uses McDougall Littell, and math and science use Prentice Hall. Our intervention program uses a combination of interactive web-based programs, drill review, and teacher-guided assignments and assessments.

CCMS is exceeding performance goals.

#### Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)  
CCMS students are both supported and challenged through heterogeneous class groupings school-wide. All teachers have received ongoing training in implementing differentiated instruction techniques to best meet the needs of all learners. Furthermore, we have established and are continually refining a hierarchical Response to Intervention (RTI)-based system of interventions at our school. Examples of our interventions include Sustained Silent Reading (SSR), Time Tracker student organizer, before/after school programs, proficiency courses as students' elective (Math Builders, Skill Builders), small-group tutoring, mentoring, Saturday programs, targeted parent nights, etc. We have implemented a Mandatory Intervention Program for 8th Graders, where students who receive failing grades must complete 3.0 hours a week of interventions in order to "earn back" end-of-the-year activities. All CCMS special education and English Learner students are placed in the least-restrictive environment whenever possible to ensure a challenging curriculum for all. English Learners have the opportunity to attend "Saturday Success Academy" to reinforce and build on their learning and understanding. Counselors are armed with the data to place/remove students from interventions and intervention teachers are armed with the data (DataWorks and Galileo/West.Ed benchmark data) to remediate students in their areas of need.

CCMS is exceeding performance goals.

15. Research-based educational practices to raise student achievement at this school (NCLB)  
At CCMS, it is a school-wide ambition to instruct students with the latest research-based instructional practices. Last year, the staff read Robert Marzano's Classroom Instruction that Works. Part of their evaluation this year will be to include goals that incorporate Marzano's strategies: Identifying Similarities and Differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Non-linguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypothesis, and Cues, Questions, and Advance Organizers. We pride ourselves on offering students a meaningful, standards-based curriculum that will prepare them for real life. Obviously, what we are doing is working – CCMS achieved the desired 800 score on the 2008 API and all significant subgroup scores showed tremendous gains. We are also making strides at closing the "achievement gaps" among our diverse student body.

CCMS is exceeding performance goals.



## 16. Opportunities for increased learning time (Title I SWP and PI requirement)

One of the major benefits of our West Ed/Galileo program is 1) Students are targeted for intervention quickly rather than having to wait for the STAR results in August; 2) Students receive practice in taking assessments similar to the STAR and receive a uniform curriculum; 3) Teachers are provided immediate feedback regarding whether their teaching strategies are reaching students. After the third benchmark, there is a one month period set aside before the STAR for teachers to re-teach the concepts that the data showed necessary. This year, afterschool intervention programs are offered in math, social studies, and English/Language Arts. Students identified by teachers, through CST scores, and Galileo Benchmark Assessments will be strongly encouraged to attend. In addition, we hope to motivate students to improve on the CSTs or maintain their "advanced" status by offering our IPOD Shuffle raffle again this year.

CCMS is exceeding performance goals.

## 17. Transition from preschool to kindergarten (Title I SWP)

n/a

Involvement

## 18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

CCMS provides access to comprehensive services to foster healthy physical, social, emotional and intellectual development. For peer assistance, students can be referred to the Student Court, or to our growing Peer Mediation program. The school also continues to provide access to the Culver City Youth Health Center, which offers individual counseling and group counseling in areas relating to grief, divorce, substance abuse, etc. We have a health clinic on campus where students can be referred for medical care and family life information. We have close relationships with the Didi Hirsh Mental Health Center as well as our police department, which provides a Juvenile Diversion Program for middle school students and their parents and School Resource Officers on campus.

Students at CCMS are actively involved in the decision-making process. The main office has a friendly open door policy and a "students/parents as customers" attitude exists at the school. Suggestion boxes are located at various locations on campus. Teachers are encouraged to implement and analyze feedback surveys from students/parents to assist them in program modification. We have an active Student Council with representation from all homeroom classes. There are also student representatives to PTSA and the School Board.

CCMS is exceeding performance goals.

## 19. Strategies to increase parental involvement (Title I SWP)

We are always looking to enhance parent involvement at CCMS. We have launched a new web site designed to enhance effective and efficient communication with the middle school. We recently created a Parent Involvement Policy which was presented at a CCMS Volunteer Orientation. Parents are welcome in the classroom during the day to assist teachers in organizing their classrooms, tutoring, and copying. We have an active Site Council, PTSA, ELAC, and Booster Club. We keep our web page updated and send home regular bulletins, through mail and over the phone with our PACE message system. Multiple opportunities for parents to visit campus exist, such as Back to School Night, Open House, 8th Grade Portfolio Night, 5th Grade Orientation, parent nights, coffee and chats with the principal, music concerts, etc.

CCMS is exceeding performance goals.

## 20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

The learning community at CCMS shares a vision of high expectations of academic excellence. The mission and vision statement are posted in every classroom and in the offices in an effort to further communicate our vision. Our collaborative environment drives ongoing improvement. The District strategic planning process is a part of the school culture that includes all stakeholders in the development of goals that enhance the learning opportunities for all students. The Principal acts as a facilitator in the collaborative process, which results in shared decision making. The coordination of the school involves the Principal, as the educational leader, in bringing together the Site Council, and other advisory committees:

English Language Advisory Council (ELAC), Parent Teacher Student Association (PTSA), Panther Partners (formally the Booster Club), Gifted and Talented Education Advisory Council (GATE), and the Leadership Team. The twenty member leadership team consists of grade level team leaders, department chairpersons, AVID coordinator, GATE coordinator, and administrators. Working together, CST and Benchmark Data is analyzed and strategies for interventions are discussed. Effectiveness of teaching practices and programs are consistently critiqued. A culture of continuous improvement is sustained.

CCMS is exceeding performance goals.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB) Categorical funds that enable underperforming students to meet standards are currently funding personnel, books, trainings, tutors, supplies, and West Ed/Galileo program. Specifically, our ELAP monies are spent on Saturday Success Academy to support our English Learners with additional instruction by a credentialed teacher. Our School Improvement monies are used for staffing of literacy and computer lab, in addition to textbooks, conferences, and AVID tutors. Our Title 1 monies are used to staff supplemental math classes, textbooks, conferences, and tutoring. Our AB 1802 grant funds the West Ed/Galileo program that educators use to assess CCMS students three times throughout the year and be provided with data that will guide instruction, as they prepare for the CST.

**Appendix C - Programs Included in this Plan**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
[ ] California School Age Families Education <u>Purpose</u> : Assist expectant and parenting students succeed in school.	\$
[ ] Economic Impact Aid/ State Compensatory Education <u>Purpose</u> : Help educationally disadvantaged students succeed in the regular program.	\$
[ ] Economic Impact Aid/ English Learner Program <u>Purpose</u> : Develop fluency in English and academic proficiency of English learners	\$
[ ] High Priority Schools Grant Program <u>Purpose</u> : Assist schools in meeting academic growth targets.	\$
[ ] Instructional Time and Staff Development Reform <u>Purpose</u> : Train classroom personnel to improve student performance in core curriculum areas.	\$
[ ] Peer Assistance and Review <u>Purpose</u> : Assist teachers through coaching and mentoring.	\$
[ ] Pupil Retention Block Grant <u>Purpose</u> : Prevent students from dropping out of school.	\$
[X] School and Library Improvement Program Block Grant <u>Purpose</u> : Improve library and other school programs.	\$166,103.72
[ ] School Safety and Violence Prevention Act <u>Purpose</u> : Increase school safety.	\$
[ ] Tobacco-Use Prevention Education <u>Purpose</u> : Eliminate tobacco use among students.	\$
[X] List and Describe Other State or Local funds (e.g., Gifted and Talented Education): English Language Acquisition Program AB 1802	\$4,958.63 31,931.79
Total amount of state categorical funds allocated to this school	\$202,994.14

The Single Plan For Student Achievement

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$220,173.25
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	\$
Total amount of federal categorical funds allocated to this school	\$220,173.25

<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$423,167.39</b>
---	---------------------

(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

**Appendix D - Recommendations and Assurances (Culver City Middle School)**

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

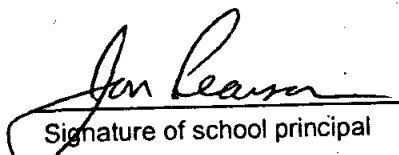
- School Advisory Committee for State Compensatory Education Programs
- English Learner Advisory Committee
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: December 11, 2008

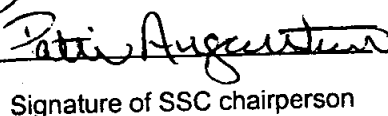
Attested:

Jon Pearson  
Typed name of school principal

  
Signature of school principal

12/11/08  
Date

Patti Augenstein  
Typed name of SSC  
chairperson

  
Signature of SSC chairperson

12/11/08  
Date

## Appendix E - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### **Student Pledge:**

I understand that education is important to me, and I am responsible for my own success.

#### AS A STUDENT, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Arriving to school on time and being prepared to do my best.
- Being responsible for my own behavior by following all school and classroom rules.
- Returning all homework completed and on time.
- Spending time at home reading and studying.
- Respecting other people and the community.

### **Parents Pledge:**

I understand the importance of my participation in my child's educational progress.

#### AS A PARENT, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Being involved in my child's education through participation in school events.
- Listening to or reading with my child everyday.
- Providing a quiet place and materials needed for my child to study.
- Encouraging my child to complete his/her homework.
- Making sure my child gets an adequate night's sleep, and a healthy diet.
- Having my child attend school regularly and on time.

### **Staff Pledge:**

I understand that education is important to every student's life.

#### AS A TEACHER, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Providing a challenging instructional program to teach all students.
- Teaching grade level skills and addressing the individual needs and strengths of all students.
- Assigning appropriate homework with clear instructions.
- Correcting and returning appropriate work in a timely manner.
- Helping students follow the school and classroom rules.
- Assisting parents with how to help students at home.

**Appendix F - School Site Council Membership: Culver City Middle School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jon Pearson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patti Augenstein	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eric Foster	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Justin Sherrill	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruth Morris	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brent Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Saira Syed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Andrea Atkins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jody Reichel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
David Cappoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jocelyn Wilson – Alternate Administrator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**BOARD REPORT**

**1/27/09  
14.2i**

**14.2i Approval is Recommended for Reinstatement of Pupil Services Case #16-08**

The Superintendent is recommending to the Board of Education that Case #16-08 be reinstated to attend public school.

Each student is required to complete his/her rehabilitation plan. Plans specify details for attendance, academic progress, counseling and appropriate behavior. This student has met or exceeded the conditions for reinstatement to attend a public school program.

**RECOMMENDED MOTION:**

That the Board approves the reinstatement of Case #16-08.

Moved by:

Seconded by:

Vote:



**BOARD REPORT**

**1/27/09**

**14.3a**

**14.3a Budget Revisions to the General Fund**

In accordance with Education Code 42127, all budget revisions to major object codes are to be approved by the governing board of the district. This revision establishes a resource code for Culver City High School's Academy of Visual and Performing Arts Program so that its funds can be easily identified, managed and monitored.

**Recommended Motion:** That the Board of Education approve the budget revisions to the General Fund as outlined in the attached Budget Revision Summary sheets dated 1/27/09.

**Moved by:**

**Seconded by:**

**Vote:**

LOS ANGELES COUNTY  
OFFICE OF EDUCATION

Division of Business Advisory Services  
9300 Imperial Highway\* Downey, CA 90242-2890

Submit to Business Advisory Service - EC Annex

**Budget Adjustment Summary**  
K-12/ROPs/JPA's

District(Unit)Number 64444	GL Journal ID Number R0916	Fund Number 01.0
Fund Name Gen Fund	Unrestricted / Restricted (Circle One) Restricted	

Date of Summary 1/27/2009	Name of School District CULVER CITY UNIFIED SCHOOL DISTRICT
------------------------------	--

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustments	Increase (Decrease)
1. Revenue Limit	8011-8099				
2. Federal	8100-8299				
3. State	8300-8599				
4. Local	8600-8799				
5. Transfers In	8910-8929				
6. Other Sources	8930-8979				
7. Contribution to Restricted Programs	8980-8999				
8. Total Revenues/Other Financing Sources				\$	-

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustments	Increase (Decrease)
1. Certificated Salaries	1000-1999	90145	\$	9,000.00
2. Classified Salaries	2000-2999	90145		12,000.00
3. Employee Benefits	3000-3999	90145		1,720.00
4. Books and Supplies	4000-4999	90145		9,000.00
5. Services, Other Operating Expenses	5000-5999	90145		41,650.00
6. Capital Outlay	6000-6999			
7. Other Outgo	7100-7299			
8. Interprogram/Interfund Support Cost	7300-7399			
9. Interfund Transfers Out	7610-7629			
10. Other Uses	7630-7699			
11. Total Expenditures, Transfers and Other Uses			\$	73,370.00
C. Subtotal A8 - B11(will increase/decrease Ending fund Balance)			\$	(73,370)

NOTE: If C is zero, go to narrative section on reverse side of form. Narrative and certification sections must be completed.

DISTRIBUTION: Original to Business Advisory Services; Copy to School Financial Services-Accounting Section; Copy returned to district upon approval.

D. Components of Ending Fund Balance	Object Code	Resource Code	Budget Adjustments	Increase (Decrease)
1. Reserved Amounts				
a. Revolving Cash Fund				
b. Stores				
c. Prepaid Expenses				
d. General Reserve				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
<b>Total Reserved Amounts</b>			\$	-

2. Designated Amounts	Object Code	Resource Code	Budget Adjustments	Increase (Decrease)
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
b. For Other:				
b. For Other:				
<b>Total Designated Amounts</b>			\$	-

	Account Code			
3. Unappropriated/Undesignated Amount NOTE: The sum of lines D1, 2, and 3 must equal C on Page 1.	9790		\$	(73,370.00)

**E. Narrative Explanation for this Revision - Must be Completed.**

AVPA budget transferred to new resource separating it from resource 00000.0 funding  
This will make it easier to identify AVPA funds.

**F. School District Certification - Must be Completed**

Name of School District's Contact Person Ali Delawalla		Telephone Number of Contact Person (310) 842 - 4220 xt 4234
Date of Board Approval 1/27/2009	Signature of the Secretary of the Board/Designee	Date Signed (Month/Day/Year)

Submit one (1) certified original and two (2) copies of this summary to:

Division of Business Advisory Services, EC Annex  
Los Angeles County Office of Education  
9300 Imperial Highway  
Downey, Ca 90242-2890

Approved:

Dr. Darline Robles  
Los Angeles County  
Superintendent

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY

By:

Date Signed (Month/Day/Year)

LOS ANGELES COUNTY  
OFFICE OF EDUCATION

Division of Business Advisory Services  
9300 Imperial Highway\* Downey, CA 90242-2890

Submit to Business Advisory Service - EC Annex  
**Budget Adjustment Summary**  
K-12/ROPs/JPAs

District(Unit)Number 64444	GL Journal ID Number R0915	Fund Number 01.0
Fund Name Gen Fund	Unrestricted / Restricted (Circle One) Unrestricted	

Date of Summary 1/27/2009	Name of School District CULVER CITY UNIFIED SCHOOL DISTRICT
------------------------------	--

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustments	Increase (Decrease)
1. Revenue Limit	8011-8099				
2. Federal	8100-8299				
3. State	8300-8599				
4. Local	8600-8799				
5. Transfers In	8910-8929				
6. Other Sources	8930-8979				
7. Contribution to Restricted Programs	8980-8999				
8. Total Revenues/Other Financing Sources				\$	-

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustments	Increase (Decrease)
1. Certificated Salaries	1000-1999	00000	\$	(9,000.00)
2. Classified Salaries	2000-2999	00000		-12,000.00
3. Employee Benefits	3000-3999	00000		-1,720.00
4. Books and Supplies	4000-4999	00000		-9,000.00
5. Services, Other Operating Expenses	5000-5999	00000		-41,650.00
6. Capital Outlay	6000-6999			
7. Other Outgo	7100-7299			
8. Interprogram/Interfund Support Cost	7300-7399			
9. Interfund Transfers Out	7610-7629			
10. Other Uses	7630-7699			
11. Total Expenditures, Transfers and Other Uses			\$	(73,370.00)
C. Subtotal A8 - B11 (will increase/decrease Ending fund Balance)			\$	73,370

NOTE: If C is zero, go to narrative section on reverse side of form. Narrative and certification sections must be completed.

DISTRIBUTION: Original to Business Advisory Services; Copy to School Financial Services-Accounting Section; Copy returned to district upon approval.

D. Components of Ending Fund Balance	Object Code	Resource Code	Budget Adjustments	Increase (Decrease)
1. Reserved Amounts				
a. Revolving Cash Fund				
b. Stores				
c. Prepaid Expenses				
d. General Reserve				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
<b>Total Reserved Amounts</b>			\$	-

2. Designated Amounts	Object Code	Resource Code	Budget Adjustments	Increase (Decrease)
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
b. For Other:				
b. For Other:				
<b>Total Designated Amounts</b>			\$	-

3. Unappropriated/Undesignated Amount	Account Code			
NOTE: The sum of lines D1, 2, and 3 must equal C on Page 1.	9790		\$	73,370.00

**E. Narrative Explanation for this Revision - Must be Completed.**  
 AVPA budget transferred to new resource separating it from resource 00000.0 funding  
 This will make it easier to identify AVPA funds.

**F. School District Certification - Must be Completed**

Name of School District's Contact Person Ali Delawalla		Telephone Number of Contact Person (310) 842 - 4220 xt 4234
Date of Board Approval 1/27/2009	Signature of the Secretary of the Board/Designee	Date Signed (Month/Day/Year)

Submit one (1) certified original and two (2) copies of this summary to:

Division of Business Advisory Services, EC Annex  
 Los Angeles County Office of Education  
 9300 Imperial Highway  
 Downey, Ca 90242-2890

Approved: Dr. Darline Robles  
 Los Angeles County  
 Superintendent

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY By:	Date Signed (Month/Day/Year)
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